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ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

A STATE COLLEGE FOR TEACHERS

The Teachers College Quarterly

Containing the Seventy-Fifth

ANNUAL CATALOG

With Announcements for 1933-1934

PUBLISHED FOUR TIMES A YEAR
BY THE

ILLINOIS STATE NORMAL UNIVERSITY

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DEPARTMENT OF REGISTRATION AND EDUCATION

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STAFF OF INSTRUCTION

1932-1933

HARRY ALVIN BROWN, Ed.D., President of the University.

A.B., Bates College, 1903; A.B., University of Colorado, 1907; A.M., 1923; Ed. D., Bates College, 1925; Ed. D., Miami University, 1925.

THE TEACHERS COLLEGE

HERMAN HENRY SCHROEDER, A.M., Dean of the Teachers College and Professor of Education; Director of the Summer Quarter.

Ph.B., Cornell College, 1900; A.M., University of Chicago, 1927.

HOWARD WILLIAM ADAMS, M.S., Professor of Chemistry.

B.S., Iowa State College, 1899; Graduate Student, University of Chicago, 1901-1902; Graduate Student, Armour Institute of Technology, Summer Session, 1906; Graduate Student, University of Chicago, Summer Terms, 1922 and 1923; M.S., 1923; Graduate Student, University of Illinois, 1931-1932.

WILLIAM ANDREW LAWRENCE BEYER, A.M., Professor of Political Science.

A.B., Ohio State University, 1906; A.M., 1908; Graduate Student, University of Chicago, Summer Quarters, 1908 and 1931; Graduate Student, Columbia University, 1908-1909; Part-Time Graduate Student, University of Illinois, 1930-1931, 1931-1932, and 1932-1933.

ROBERT GUY BUZZARD, Ph.D., Professor of Geography.

Diploma, Illinois State Normal University, 1914; B.S., University of Chicago, 1916; M.S., 1917; Ph.D., Clark University, 1925; Part-Time Graduate Student in Education, University of Illinois, 1931-1932 and 1932-1933.

J. ROSE COLBY, Ph.D., Emerita Professor of Literature.

A.B., University of Michigan, 1878; A.M., 1885; Ph.D., 1886.

MANFRED JAMES HOLMES, B.L., Professor of Education.

Diploma, State Normal School, Winona, Minnesota, 1885; B.L., Cornell University, 1891; Graduate Student, University of Chicago, Summer Term, 1908.

CLIFFORD NEWTON MILLS, A.M., Professor of Mathematics.

B.S., Franklin College, 1910; Graduate Student, Indiana University, Summer Sessions, 1910, 1912, 1914, and 1913-1914; A.M., 1914; Graduate Student, University of Michigan, Summer Session, 1922, and 1928-1929.

ADNAH CLIFTON NEWELL, B.S. in E.E., Director of the Division of Industrial Education and Professor of Industrial Education.

B.S. in E.E., University of Michigan, 1892; Student, Bay View Summer University, Summer Sessions 1895 and 1903; Graduate Student, Teachers College, Columbia University, Summer Sessions, 1896 and 1911, Student, Part-Time, Cummings Art School, Des Moines, Iowa, 1909-1910.

GEORGE MERIT PALMER, A.M., Professor of English.

Diploma, Illinois State Normal University, 1899; A.B., University of Illinois, 1908; A.M., 1909; Graduate Student, University of Illinois, 1909-1911.

HARVEY ANDREW PETERSON, Ph.D., Professor of Psychology.

A.B., University of Chicago, 1897; A.M., Harvard University, 1900; Ph.D., University of Chicago, 1909.

RUBERTA NORCOTT SMITH, A.M., Director of Elementary Education and Professor of Education.

Diploma, State Normal School, Plymouth, New Hampshire, 1913; B.S., Teachers College, Columbia University, 1924; A.M., 1925.

EDWIN ARTHUR TURNER, A.M., Professor of School Supervision.

Diploma, Indiana State Teachers College, 1898; A.B., Indiana University, 1905; A.M., Teachers College, Columbia University, 1906.

OLIVE LILLIAN BARTON, A.M., Dean of Women and Associate Professor of Social Psychology.

Diploma, Illinois State Normal University, 1899; A.B., University of Illinois, 1905; A.M., University of Chicago, 1930.

GEORGE HENRY BRINEGAR, A.M., Associate Professor of Education.

A.B., Iowa State Teachers College, 1915; A.M., State University of Iowa, 1916; A.M., Columbia University, 1923.

EDWARD LEROY COLE, Ed. D., Associate Professor of Education and Acting Director of the Division of Rural Education (1932-1933).

Diploma, Michigan State Normal College, 1909; A.B., University of Michigan, 1913; A.M., 1914; Ed.D., University of California, 1925.

CLARENCE LEROY CROSS, M.S., Associate Professor of Physics.

B.S., State Teachers College, Emporia, Kansas, 1919, Graduate Student, Cornell University, Summer Session, 1923; Graduate Student, State University of Iowa, 1924-1925; M.S., 1925; Graduate Student, State University of Iowa, 1931-1932 and Summer Session, 1932.

CHARLES ERNEST DECKER, A.M., Director of Secondary Education and Associate Professor of Education.

Diploma, Nova Scotia Normal College, 1902; A.B., Aurora College, 1914; A.M., University of Wisconsin, 1919; Graduate Student, University of Wisconsin, Summer Sessions, 1919, 1920, 1921, 1922, and 1923; Graduate Student, New York University, 1929-1930 and Summer Session, 1932.

LINDER W. HACKER, A.M., Director of the Division of Rural Education and Associate Professor of Education.

Diploma, Illinois State Normal University, 1916; Ed.B., 1922; A.M., State University of Iowa, 1927; Graduate Student, Teachers College, Columbia University, 1931-1932; Graduate Student, University of Illinois, 1932-1933.

HOWARD J. HANCOCK, A.M., Director of Athletics and Associate Professor of Physical Education.

B.S., University of Wisconsin, 1918; A.M., 1930.

CHARLES ATHIEL HARPER, A.M., Associate Professor of History.

Diploma, Southern Illinois State Normal University, 1914; B.S., University of Illinois, 1922; Graduate Student, University of Illinois, Summer Session, 1922, and 1922-1923; A.M., 1923; Graduate Student, University of Illinois, Summer Session, 1923, and Part Time, 1929-1930, 1930-1931, 1931-1932.

CLIFFORD EMORY HORTON, A.M., Director of the Division of Health and Physical Education and Associate Professor of Physical Education.

B.P.E., Springfield Y.M.C.A. College, 1919; A.M., Clark University, 1923; Graduate Student, University of California, Summer Session, 1929; Graduate Student, New York University, Summer Session, 1932.

CLYDE WHITTAKER HUDELSON, M.S., Director of the Division of Agricultural Education and Associate Professor of Agriculture.

B.S., University of Illinois, 1913; M.S., 1914; Diploma, Western Illinois State Teachers College, 1917; Part-Time, Graduate Student, University of Illinois, 1930-1931, 1931-1932, and 1932-1933.

JOHN A. KINNEMAN, A.M., Associate Professor of Sociology.

Diploma, State Normal School, West Chester, Pennsylvania, 1914; A.B., Dickinson College, 1921; Graduate Student, University of Pennsylvania, Part Time, 1921-1923; A.M., 1923; Graduate Student, University of Pennsylvania, Part-Time, 1924-1927; Graduate Student, University of Chicago, Summer Terms, 1929 and 1930.

ERNEST M. R. LAMKEY, Ph.D., Associate Professor of Botany.

A.B., University of Illinois, 1913; A.M., 1914; Ph.D., 1916.

RALPH HARLAN LINKINS, A.M., Dean of Men and Associate Professor of Zoology.

A.B., Illinois College, 1912; A.M., University of Illinois, 1914; Graduate Student, University of Illinois, 1914-1917.

CONSTANTINE FRITTIOT MALMBERG, Ph.D., Associate Professor of Education.

A.B., Bethany College, 1903; Graduate Student, Columbia University, 1906-1907; Graduate Student, Yale University, 1907-1908; Graduate Student, State University of Iowa, 1911-1913, and Summer Session, 1914; Ph.D., 1914.

CLARENCE ORR, A.M., Associate Professor of Social Science.

A.B., University of Illinois, 1914; A.M., 1928; Graduate Student, State University of Iowa, Summer Quarters, 1929, 1930, and 1931.

ROSE ETOILE PARKER, Ph.D., Associate Professor of Elementary Education and Supervisor of Student Teaching.

A.B., University of North Dakota, 1921; A.M., University of Chicago, 1924; Ph.D., University of Wisconsin, 1931.

LAURA HAYES PRICER, Ph.M., Associate Professor of English.

B.S., Vanderbilt University, 1905; Ph.M., University of Chicago, 1910; Graduate Student, University of Chicago, Summer Term, 1931 and 1932.

JESSIE EULALIA RAMBO, A.M., Director of the Division of Home Economics Education and Associate Professor of Home Economics Education.

Diploma, Illinois State Normal University, 1902; A.B., University of Illinois, 1908; A.M., Teachers College, Columbia University, 1922.

AGNES FRASER RICE, Ph.B., Associate Professor of Elementary Education, and Supervisor of Student Teaching.

Diploma, State Teachers College, Mankato, Minnesota, 1902; Ph.B., University of Chicago, 1926; Graduate Student, University of Chicago, 1926-1927; Graduate Student, Teachers College, Columbia University, Summer Session, 1932.

FRED S. SORRENSON, Ph.D., Director of the Division of Speech Education and Associate Professor of Speech.

Diploma State Teachers College, Mt. Pleasant, Michigan, 1909; A.B., Mt. Morris College, 1912; A.M., University of Michigan, 1914; Graduate Student, University of Michigan, 1914-1915; Student Columbia College of Expression, 1915-1916, and 1919-1920; B.E., 1916; M.E., 1920; Graduate Student, Uni-

versity of Michigan, 1925-1926 and Summer Session, 1927, Ph.D., 1928; Graduate Student, Teachers College, Columbia University, Summer Sessions, 1918, 1928, 1929, 1930; Graduate Student Harvard University, Summer Session, 1919; Graduate Student, University of Chicago, Summer Session, 1922.

FRANK WILLIAM WESTHOFF, Director of the Division of Music Education and Associate Professor of Music Education.

Extensive private study of music.

ARTHUR ROWLAND WILLIAMS, A.M., Director of the Division of Commerce Education and Associate Professor of Commercial Education.

A.B., Kenyon College, 1901; A.M., 1903; Graduate Student, University of Chicago, Summer Term, 1913; Part-Time Graduate Student, University of Illinois, 1931-1932 and 1932-1933.

HARRY FRANKLIN ADMIRE, Assistant Professor of Accounting.

Student, Valparaiso University, 1907-1908; Diploma Brown's Business College, Terre Haute, Indiana, 1913; Part-Time Student, Illinois State Normal University, 1927-1932.

MARION CAMPBELL ALLEN, B.A.E., Assistant Professor of Art.

Student Pratt Institute, 1914-1915; Student Chicago Academy of Fine Arts, 1915-1917; Student, Chicago Art Institute, 1925-1926; Student, University of Chicago, 1926-1927; B.A.E., Chicago Art Institute, 1927; Graduate Student, Teachers College, Columbia University, 1932-1933.

EDITH IRENE ATKIN, A.M., Assistant Professor of Mathematics.

Diploma, Michigan State Normal College, 1896; A.B., University of Michigan, 1904; A.M., Teachers College, Columbia University, 1926; Graduate Student, Columbia University, Summer Session, 1926.

MARGARET MURRAY BARTO, A.M., Assistant Professor of Physical Education and Director of Physical Education for Women.

A.B., University of Illinois, 1918; A.M., Teachers College, Columbia University, 1919; Graduate Student, Teachers College, Columbia University, Summer Session, 1919; University of Wisconsin, Summer Sessions, 1922, 1923, and 1924.

HARRIETT JOSEPHINE BERNINGER, A.M., Assistant Professor of English.

Diploma, State Normal School, Terre Haute, Indiana, 1905; A.B., University of Illinois, 1915; A.M., 1917; Graduate Student, University of Illinois, Summer Sessions, 1928 and 1929; Graduate Student, University of Chicago, Summer Session, 1932.

ANNA M. BLAKE, A.M., Assistant Professor of Biology.

Diploma, Illinois State Normal University, 1907; B.S., University of Chicago, 1915; Graduate Student, University of Chicago, Summer Session, 1915; A.M., Teachers College, Columbia University, 1932.

BLAINE BOICOURT, B. Mus. Ed., Assistant Professor of Music.

Student, Cincinnati Conservatory of Music, 1902-1903; Diploma, Southern Illinois State Normal University, 1917; Diploma, American Institute of Normal Methods, 1922; B.Mus.Ed., Northwestern University, 1930.

RICHARD GIBBS BROWNE, A.M., Assistant Professor of Economics.

Diploma, Southern Illinois State Normal University, 1919; A.B., University of Illinois, 1922; Graduate Student University of Illinois, Summer Sessions, 1925, 1926, 1927, and First Semester, 1927-1928; A.M., (February) 1928; Graduate Student, University of Illinois, Second Semester, 1927-1928; Graduate Student, University of Chicago, Summer Term, 1928; Graduate Student, University of Chicago, Summer Terms, 1931 and 1932.

DOROTHY GARRETT BRUNK, A.M., Assistant Professor of History.

Diploma, Illinois State Normal University, 1915; Ed.B., 1923; A.M., Teachers College, Columbia University, 1924; Graduate Student, Teachers College, Columbia University, Summer Session, 1924.

MARY ELIZABETH BUELL, A.M., Assistant Professor of Home Economics.

Diploma, Thomas Normal Training School, 1911; Ph.B., University of Chicago, 1919; A.M., Teachers College, Columbia University, 1926.

KATHERINE ELIZA CARVER, A.M., Litt.D., Assistant Professor of Latin.

A.B., Valparaiso University, 1896; Litt.D., 1920; A.B., Cornell University, 1901; A.M., University of Chicago, 1922; Graduate Student University of Chicago, Summer Terms, 1922 and 1923.

ELMER WARREN CAVINS, Assistant Professor of English.

Diploma, Illinois State Normal University, 1892; Student, Illinois Wesleyan University, Part Time, 1893-1894; Student University of Chicago, Part Time, 1895-1896.

JOSEPH T. COGDAL, A.B., Assistant Professor of Physical Education.

A.B., James Millikin University, 1921; Student, University of Illinois, Summer Sessions, 1923, 1925, and 1926; Student Northwestern University, Summer Sessions, 1927, 1928, and 1932.

RACHEL MERRILL COOPER, M.D., Assistant Professor of Health Education and Director of University Health Service.

M.D., University of Illinois, 1906; Graduate Student, Women's and Children's Hospital, Chicago, 1917-1918; Graduate Study, New York Post Graduate Medical School, 1924; Graduate Study, Washington University Medical School, 1925.

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Diploma, Illinois State Normal University, 1920; Ed.B., 1922; M.S., University of Chicago, 1924; Graduate Student, University of Chicago, Summer Terms, 1924, 1929, 1930, and 1932.

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ELINOR BERTHA FLAGG, M.S., Assistant Professor of Mathematics.

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KENYON SCOTT FLETCHER, B.S., Assistant Professor of Industrial Arts.

B.S., Stout Institute, 1929; Graduate Student, Colorado Agricultural College, Summer Session, 1931; Graduate Student, University of Minnesota, Summer Session, 1932; Part-Time Graduate Student, University of Illinois, 1932-1933.

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B.S., University of Minnesota, 1929; A.M., 1931.

JOHN EUGENE FRALEY, Ed. B., Assistant Professor of Science.

Ed.B., Illinois State Normal University, 1926; Graduate Student University of Michigan, Summer Session, 1925; Graduate Student, University of Illinois, Part-Time, 1930-1931; Student, Illinois State Normal University, Part-Time, 1930-1931; Part-Time, Graduate Student, University of Illinois, 1931-1932; Graduate Student, University of Colorado, Summer Sessions, 1931 and 1932.

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GERDA OKERLUND, Ph.D., Assistant Professor of English.

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B.S., Illinois Woman's College, 1915; Graduate Student, University of Colorado, Summer Session, 1920; Graduate Student, University of Chicago, Summer Session, 1921; Graduate Student, Oregon State Agricultural College, Summer Session, 1922; Graduate Student, Teachers College, Columbia University, 1929-1930; A.M., 1930.

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A.B., Wellesley College, 1911; A.M., Columbia University, 1925; Part-Time Graduate Student, University of Illinois, 1931-1932; Part-Time Graduate Student, Oceanographic Laboratories, University of Washington, Summer, 1932.

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A.B., University of South Dakota, 1916; Student Chicago Art Institute, 1917-1920; B.A.E., 1926; Graduate Student, University of South Dakota, Summer Quarters, 1917 and 1926; Graduate Student, Teachers College, Columbia University, 1929-1930; A.M., 1930.

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A.B., and B.S. in Ed., University of Missouri, 1921; A.M., 1924; Graduate Student, University of Iowa, Summer Term, 1927; Graduate Student, University of Chicago, Summer Term, 1928; Graduate Student, University of Wisconsin, 1930-1932.

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Diploma, Northern Illinois State Teachers College, 1913; A.B., University of Illinois, 1917; A.M., 1918; Graduate Student, University of Illinois, Summer Sessions, 1917 and 1918; Graduate Student, University of Grenoble, First Semester, 1922-1923; Certificat d' Etudes francaises, 1923; Graduate Student, University of Grenoble, Summer Term, 1927, Graduate Student, University of Chicago, Summer Term, 1930; Graduate Student, University of Wisconsin, 1931-1932 and 1932-1933.

MABEL CLARE ALLEN, A.M., Instructor in Speech.

Student, Bradley Polytechnic Institute, 1922-1925; Diploma in Speech, 1925; Student, Northwestern University, 1925-1926; A.B., Bradley Polytechnic Institute, 1926; Graduate Student, Northwestern University, 1928-1929; A.M., 1929.

FREDERICK WILLIAM BACHMANN, Ph.D., Instructor in Modern Languages.

A.B., Stanford University, 1922; M.A., 1924; University of Copenhagen, Summer Term, 1929; Ph.D., University of Chicago, 1931.

GLADYS LEORA BARTLE, M.S., Instructor in Art.

B.S., University of Wisconsin, 1925; M.S., 1929; Graduate Student, University of Wisconsin, Summer Session, 1930.

JUANITA ANNE BROWN, B.S., Instructor in Physical Education.

B.S., University of Illinois, 1927; Graduate Student, University of California, Summer Session, 1931; Student, New York University Camp, Summer, 1932.

MARGUERITE REGINA CONNELL, A.M., Instructor in Latin and English.

Ed.B., Illinois State Normal University, 1921; A.M., University of Illinois, 1928; Graduate Student, University of Chicago, Summer Term, 1932.

MARGARET COOPER, A.M., Instructor in English.

A.B., Carleton College, 1911; Advanced Kindergarten Diploma, State Teachers College, Mankato, Minnesota, 1912; A.M., Teachers College, Columbia University, 1917; Graduate Student, Teachers College, Columbia University, 1926-1927, and diploma, 1927, in elementary supervision.

ALTA JOSEPHINE DAY, A.B., Instructor in Shorthand.

A.B., Lawrence College, 1909; Diploma in Secretarial Studies, Gregg College, 1918; Graduate Student, University of California, Summer Session, 1923, Graduate Student, Columbia University, Summer Sessions, 1931 and 1932.

ALVA WILLIAM DRAGOO, M.S., Assistant Professor of Industrial Arts.

Ed.B., Illinois State Normal University, 1922; M.S., Iowa State College, 1930.

ELSIE BERGLAND, B.S., Instructor in Physical Education.

B.S., University of Wisconsin, 1930.

CLARA ELIZABETH ELA, Emerita Instructor in Art.

Diploma, Illinois State Normal University, 1884; Diploma, Massachusetts Normal Art School, 1888.

BERNICE GERTRUDE FREY, A.B., Instructor in Physical Education.

A.B., Ohio Wesleyan University, 1924; Graduate Student, University of Wisconsin, Summer Session, 1926; Student Walter Reed Hospital, Washington, D.C., 1928-1929; Certificate in Physiotherapy, 1929; Graduate Student, Summer Session, University of California, 1931; Graduate Student, Ohio State University, Summer Quarter, 1932.

HAROLD EUGENE FRYE, Ed.B., Instructor in Physical Education.

Ed.B., University of Akron, 1931; Graduate Student, Ohio State University, Summer Quarter, 1932.

RUTH OLIVE GERARD, B.M., Instructor in Music.

B.M., Northwestern University, 1926.

RALPH URBAN GOODING, Ph.D., Instructor in Chemistry.

B.S., University of Wisconsin, 1923; Ph.D., 1931.

RUTH HENLINE, A.B., Ed.B., Instructor in English and Manager of the Textbook Library.

A.B., Illinois Wesleyan University, 1924; Ed.B., Illinois State Normal University, 1926.

EUGENE LEONARD HILL, Ed.B., Instructor in Physical Education.

Ed.B., Illinois State Normal University, 1930.

HESTER M. HOOD, A.M., Instructor in Education and Secretary of the Bureau of Appointments.

A.B., Northwestern University, 1922; A.M., 1924.

HUME, ESTHER, Ed.M., Instructor in Physical Education.

A.B., University of Missouri, 1922; Ed.M., Harvard University, 1927.

EMMA LAKIN, B.S., Instructor in Physical Education.

B.S., University of Wisconsin, 1928; Graduate Student, Summer Session, University of Wisconsin, 1931; Graduate Student, University of Wisconsin, Summer Session, 1932.

NEVA MCDAVITT, A.M., Instructor in Science.

Ed.B., Illinois State Normal University, 1925; A.M., Clark University, 1929

DOROTHY SALOME MCILVAIN, A.M., Instructor in Art.

A.B., University of Washington, 1926; A.M., Teachers College, Columbia University, 1930.

THELMA NELSON, A.M., Instructor in English, Director of Fell Hall, and Associate Dean of Women.

A.B., Des Moines University, 1919; A.M., Teachers College, Columbia University, 1923; Part-Time Graduate Student, University of Illinois, 1932-1933.

MARGARET KATHERINE PETERS, M.S., Instructor in Typewriting.

B.S., Indiana University, 1927; M.S., New York University, 1928.

GRACE REBECCA SHEA, B.S., R.N., University Nurse and Instructor in Health Education.

R.N., Benjamin Bailey Sanitarium, 1924; B.S., Nebraska Wesleyan University, 1933.

JANET KATHERINE SMITH, A.M., Instructor and Supervisor of Art.

Diploma, Chicago Academy of Fine Arts, 1923; A.B., University of Chicago, 1929; A.M., 1930.

MARION ANSEL TAYLOR, Ph.D., Instructor in English.

A.B., State University of Iowa, 1925; A.M., 1929; Ph.D., 1931.

FLORENCE EVELYN TEAGER, Ph.D., Instructor in English.

A.B., State University of Iowa, 1917; A.M., 1927; Ph.D., 1931.

SARA JONES TUCKER, A.M., Instructor in Social Science.

A.B., Oberlin College, 1928; A.M., Teachers College, Columbia University, 1931.

FRED DELOS BARBER, Ed.B., Assistant in Chemistry.

Ed.B., Illinois State Normal University, 1931.

MARIAN HELEN DEAN, A.M., Assistant in Speech.

Ed.B., Illinois State Normal University, 1929; A.M., University of Illinois, 1932.

ROSELMA LORRIE MESSMAN, A.M., Assistant in Home Economics.

Ed.B., Illinois State Normal University, 1928; A.M., Teachers College, Columbia University, 1932.

THE TRAINING SCHOOLS

FRANK SEELEY SALISBURY, Ph.D., Professor of Education and Dean of the Training Schools.

Pd.B., Michigan State Normal College, 1910; A.B., University of Washington, 1916; A.M., 1918; Ph.D., Stanford University, 1924; Graduate Student, Teachers College, Columbia University, Second Semester, 1927.

UNIVERSITY HIGH SCHOOL

RALPH W. PRINGLE, M.S., Professor of Education and Principal of the University High School.

B.S., St. Lawrence University, 1888; M.S., 1892; A.B., Harvard University, 1892.

ROY OREN BILLET, Ph.D., Associate Professor of Education and Supervisor of Student Teaching.

B.S., Ohio State University, 1924, A.M. 1927; Ph.D., 1929.

THOMAS MORSE BARGER, A.B., Assistant Professor of Physics.

Diploma, Illinois State Normal University, 1902; A.B., University of Illinois, 1907; Graduate Student, University of Illinois, Summer Sessions, 1909, 1929 and 1932; Part-Time Graduate Student, University of Illinois, 1931-1932 and 1932-1933.

ALMA MARY HAMILTON, A.M., Assistant Professor and Supervisor of Student Teaching in English.

B.S., Illinois Wesleyan University, 1901; Ed.B., Illinois State Normal University, 1908; A.M., Columbia University, 1915.

BLANCHE MCAVOY, Ph.D., Assistant Professor and Supervisor of Student Teaching in Science.

A.B., University of Cincinnati, 1909; A.M., Ohio State University, 1912; Ph.D., University of Chicago, 1930.

ETHEL GERTRUDE STEPHENS, A.M., Assistant Professor and Supervisor of Student Teaching in History.

Diploma, Illinois State Normal University, 1907; A.B., University of Illinois, 1917; A.M., Columbia University, 1928; Graduate Student, University of Chicago, Summer Term, 1932.

JANE CHURCH, Ed.B., Instructor and Supervisor of Student Teaching in Commerce.

Ed.B., Illinois State Normal University, 1929; A.M., Colorado State Teachers College, 1932.

THOMAS JAY DOUGLASS, B.S., Instructor in Agriculture and Director of High School Athletics.

B.S., University of Illinois, 1922; Student, University of Illinois, Summer Sessions, 1922, 1923, 1924, 1925, 1926, 1928, 1930, 1931, and 1932.

ROBERT SCOTT ELLWOOD, A.M., Instructor and Supervisor of Student Teaching in Social Science.

B.S., State Teachers College, Kirksville, Missouri, 1927; A.M., University of Alabama, 1931.

JOSEPH MEL O'ROURKE, Instructor and Supervisor of Student Teaching in Science and Mathematics.

A.B., Yankton College, 1921; A.M., University of Chicago, 1930; Part-Time Graduate Student, University of Chicago, 1930-1933.

RUTH STROUD, M.S., Instructor and Supervisor of Student Teaching in English.

B.S., University of Illinois, 1926; M.S., 1930.

MARY DOROTHY WEBB, A.M., Instructor and Supervisor of Student Teaching in Commerce and Mathematics.

A.B., Lawrence College, 1916; A.M., University of Wisconsin, 1930; Graduate Student, University of Wisconsin, Summer Session, 1930.

UNIVERSITY ELEMENTARY SCHOOL

CHRISTIAN EDWARD HARPSTER, Ed.B., Instructor and Principal of the University Elementary School.

Ed.B., Illinois State Normal University, 1928; Graduate Student, State University of Iowa, Summer Session, 1932.

ERMA FRANCES IMBODEN, Ph.B., Assistant Professor and Supervising Teacher in the Seventh Grade.

Diploma, Illinois State Normal University, 1918; Ph.B., University of Chicago, 1923.

MARGARET ELIZABETH LEE, Assistant Professor of Kindergarten Education (Emerita).

Diploma, Training School for Kindergartners, Bangor, Maine; Diploma, Chicago Normal College, 1901; Student, University of Chicago, Summer Term, 1909; Student, University of California, Summer Terms, 1913 and 1924; Student, Teachers College, Columbia University, Summer Session, 1923.

CHRISTINE AUGUSTA THOENE, A.M., Assistant Professor and Supervising Teacher in the Fifth Grade.

A.B., and Critic Diploma, Iowa State Teachers College, 1911; A.M., Teachers College, Columbia University, 1925.

ROSE BURGESS BUEHLER, Ed.B., Instructor and Supervising Teacher in the Second Grade.

Ed.B., Illinois State Normal University, 1929.

LORA MARY DEXHEIMER, Instructor and Supervising Teacher in the Sixth Grade.

Diploma, Illinois State Normal University, 1901; Student Teachers College, Columbia University, 1907-1908; Student, University of Chicago, Summer Term, 1915.

JESSIE MAY DILLON, Instructor and Supervising Teacher in the Fourth Grade.

Diploma, Illinois State Normal University, 1898; Student, University of Chicago, Summer Terms, 1907 and 1908.

LURA MARY EYESTONE, B.S., Instructor and Supervising Teacher in the Third Grade.

B.S., Teachers College, Columbia University, 1911.

ANNIE WEZETTE HAYDEN, A.M., Instructor and Supervising Teacher in the First Grade.

Diploma, Southern Illinois State Normal University, 1909; Ph.B., University of Chicago, 1926; A.M., Teachers College, Columbia University, 1931.

ROWENA FOLEY NOE, A.M., Instructor and Supervising Teacher in the Kindergarten.

Diploma, National College of Education, 1926; A.B., University of Kentucky, 1928; A.M., Teachers College, Columbia University, 1932.

ALICE ROXANNE OGLE, A.B., Instructor and Supervisor of Art.

A.B., Colorado State Teachers College, 1928; Graduate Student, Teachers College, Columbia University, Second Semester, 1931-1932.

BERNICE ALVINA TUCKER, A.M., Instructor and Supervisor of Home Economics.

Diploma, State Teachers College, Kearney, Nebraska, 1916; B.S., University of Nebraska, 1921; A.M., University of Chicago, 1929; Part-Time Graduate Student, University of Chicago, 1930-1932.

COOPERATING ELEMENTARY SCHOOL Illinois Soldiers and Sailors Childrens School

MAY GOODWIN, Ed.B., Instructor and Principal of the Cooperating Elementary School.

Diploma, Illinois State Normal University, 1920; Ed.B., 1923.

LEILA MAE ARMSTRONG, A.M., Instructor and Supervising Teacher in the Second Grade.

Ed.B., State Teachers College, Charleston, Illinois, 1924; Graduate Student, Teachers College, Columbia University, 1932-1933.

GRACE FULLER ANDERSON, Instructor and Supervising Teacher in the First Grade.

Diploma, Illinois State Normal University, 1920; Student Illinois State Normal University, Summer Terms, 1928, 1929, 1930, 1931, and 1932.

WINIFRED BALLY, Ed.B., Instructor in Physical Education.

Diploma, Illinois State Normal University, 1928, Ed.B., 1933.

VEDA BOLT BAUER, Ed.B., Instructor and Supervisor of Student Teaching in Music.

Diploma, Illinois State Normal University, 1923; Ed.B., 1924.

DOROTHY ANNE BROSI, Ph.B., Instructor and Supervising Teacher in the Fourth Grade.

Diploma, State Teachers College, Macomb, Illinois, 1929; Ph.B., University of Chicago, 1932.

MABLE ANN PUMPHREY, Instructor and Supervising Teacher in the Fourth Grade.

Diploma, Illinois State Normal University, 1910; Student, Illinois State Normal University, Summer Quarters, 1920, 1931, and 1932; Part-Time Student, Illinois State Normal University, 1931-1932 and 1932-1933.

JOSEPHINE SHEA, Ed.B., Instructor and Supervising Teacher in the Fifth Grade.

Ed.B., Illinois State Normal University, 1929; Graduate Student, Teachers College, Columbia University, Summer Sessions, 1931 and 1932.

HELEN LOUISE SPAFFORD, Instructor and Supervising Teacher in the Seventh Grade.

Diploma, Illinois State Normal University, 1923; Student Illinois Wesleyan University, First Semester, 1926-1927; Student Illinois State Normal University, Summer Term, 1927, and 1932-1933; Student, State University of Iowa, Summer Session, 1931.

DORIS STICKLE RUNYAN, A.M., Instructor and Supervising Teacher in the Sixth Grade.

Ed.B., State Teachers College, Macomb, Illinois, 1930; A.M., University of Chicago, 1931.

GRACE L. TUCKER, Instructor and Supervising Teacher in the Kindergarten.

Diploma, Illinois State Normal University, 1920; Student, Summer Quarter, Illinois State Normal University, 1927; Summer Terms, 1928, 1929 and 1930; Student, University of Wisconsin, Summer Session, 1925.

HAZEL TITUS WRIGHT, Ed.B., Instructor and Supervising Teacher in the Second Grade.

Ed.B., Illinois State Normal University, 1930.

ALBERT ORRIN DOTY, Assistant in Physical Education.

Diploma, Illinois State Normal University, 1923.

CLARA KEPNER, Ed.B., Instructor and Supervising Teacher in the Third Grade.

Diploma, Illinois State Normal University, 1929; Ed.B., 1932.

FRED JOHN KNUPPEL, Ed.B., Instructor and Teacher of Industrial Arts.

Diploma, Illinois State Normal University, 1925; Ed.B., 1932.

EDITH MAPES SERKES, Assistant and Teacher in the First Grade.

Diploma, Illinois State Normal University, 1929; Student, University of Colorado, Summer Quarter, 1926; Student, University of Chicago, Summer Quarter, 1928; Student, University of Illinois, Summer Session, 1930.

ALTA MARIE MORRIS, Ed.B., Instructor and Teacher in the Second and Third Grades.

Diploma, Illinois State Normal University, 1922; Ed.B., 1933.

MILDRED GERTRUDE O'MALIA, Assistant and Teacher in the Third Grade.

Diploma, Illinois State Normal University, 1930; Student, Illinois State Normal University, Summer Terms, 1930, 1931, 1932.

PAULINE POWELL, Assistant and Teacher in the Ninth Grade.

Diploma, Illinois State Normal University, 1923; Student, Illinois State Normal University, Summer Terms, 1930, 1931, and 1932.

LETTA MARGARET SCHWARTZ, B.M.E., Assistant in Instrumental Music.

B.M.E., Illinois Wesleyan University, 1929; Graduate Student, Summer Terms, Illinois Wesleyan University, 1929, 1931.

DOROTHY SPARKS STILLMAN, Ed.B., Assistant and Teacher of Home Economics.

Diploma, Illinois State Normal University, 1924; Ed.B., 1933.

MARJORIE JEAN WALKER, Ph.B., Instructor and Supervising Teacher in the First Grade.

Ph.B., University of Chicago, 1924; Part-Time Graduate Student, University of Minnesota, 1926-1928 and 1929-1931.

COOPERATING RURAL SCHOOLS

NANCY ANNIS CLARK, Ed.B., Instructor and Supervisor of Student Teaching in the Little Brick School.

Diploma, Illinois State Normal University, 1927; Ed.B., 1933.

BESSIE IRENE HIBARGER, Ed.B., Instructor and Supervisor of Student Teaching in the Price School.

Ed.B., Illinois State Normal University, 1926; Graduate Student, Boston University, Summer Session, 1930; Graduate Student, University of Illinois, Summer Session, 1932.

LIBRARY STAFF

ELEANOR WEIR WELCH, M.S., Assistant Professor and Head Librarian.

A.B., Monmouth College, 1914; Student, Library School, University of the State of New York, 1919-1920; Library Certificate, 1920; Student, School of Library Service, Columbia University, 1927-1928; M.S., 1928.

CLARA LOUISE GUTHRIE, B.S., Assistant Librarian.

A.B., Hastings College, 1929; B.S., Library School, University of Illinois, 1932.

EDNA IRENE KELLEY, Assistant Librarian.

Diploma, Illinois State Normal University, 1910; Special Student in Library Science, Illinois State Normal University, 1911-1912 and 1931-1933.

GERTRUDE ANDREWS PLOTNICKY, Assistant Librarian.

Student, Chicago Public Library Training School, 1910-1911; Student University of Wisconsin, Summer Session, 1913.

GENEVIEVE ANNA POHLE, A.B., Cataloger.

A.B., University of Wisconsin, 1922; Student Library School, University of Wisconsin, 1922-1923; Library Certificate, 1923.

BUSINESS AND CLERICAL STAFF

ELSIE J. BRENNEMAN, Ed.B., Registrar.

FERNE MODELL MELROSE, Ed.B., Recorder.

RANDOLPH D. MARSH, Business Manager.

RUTH VOORHEES CLEM, Audit Clerk.

JENNIE AMSBARY JOHNSON, Financial Secretary.

FLORA PENNELL DODGE, Secretary to the President.

DOROTHY WILLARD KING, Stenographer.

LOTTIE VIOLA BOUNDY, Ed.B., Secretary to the Dean of the Teachers College.

EDNA BELL SLUDER, Assistant to the Dean of Women.

LORENE ARNEY MEEKER, Stenographer.

KATHERINE LOUISE STRETCH, Stenographer.

HAZEL VERNE VOORHEES, Mimeograph Operator.

FERNE ALTA ROSEMAN, Telephone Operator.

ADDITIONAL MEMBERS OF THE FACULTY

SUMMER QUARTER, 1932

- AGNES M. ALLEN, A.M., Teacher of Geography, State Teachers College, Hattiesburg, Mississippi. *Geography*.
- WILLIAM T. BEADLES, A.M., Assistant Professor of Economics, Illinois Wesleyan University, Bloomington, Illinois. *Economics*.
- RUTH M. CLEARY, A.B., Head of Department of Commerce, Riverside High School, Riverside, Illinois. *Shorthand*.
- JOHN H. GLAESER, A.M., Superintendent of Schools, Trenton, Illinois. *Mathematics*.
- FRANCES H. HAYNES, A.M., Flint, Michigan. *Biology*.
- STELLA V. HENDERSON, A.M., Teacher of Sociology, Joliet High School and Junior College, Joliet, Illinois. *Education*.
- ROB ROY MACGREGOR, Ph.D., Head of the Department of History and Social Science, MacMurray College, Jacksonville, Illinois. *Geography*.
- ERIC O. MAY, A.M., Principal Robinson Township High School, Robinson, Illinois. *Education*.
- MONROE MELTON, A.M., Superintendent of Schools, Normal, Illinois. *Education*.
- WILLIAM A. MILLER, A.M., Principal Matheny School, Springfield, Illinois. *Education*.
- BENJAMIN C. MOORE, A.M., Superintendent of Schools, Eureka, Illinois. *Education*.
- ELLEN MOSBECK, A.M., New York City. *Physical Education*.
- LEWIS B. MULL, Ph.D., Head of the Department of Education and Dean of the College of Liberal Arts, University of Dubuque, Dubuque, Iowa. *Education*.
- L. V. NEWKIRK, Ph.D., Teacher of Industrial Arts, Chicago Normal College. *Industrial Arts*.
- MARY A. ROBINSON, M.S., Chicago. *Geography*.
- ERWIN S. SELLE, Ph.D., Teacher of Sociology, State Teachers College, Winona, Minnesota. *Economics and Sociology*.
- IVAN M. STONE, Ph.D., Assistant Professor of Political Science, Beloit College, Beloit, Wisconsin. *History*.
- GRACE THOMASMA, A.M., Teacher of English, High School, Grand Rapids, Michigan. *English*.
- SYLVESTER R. TOUSSAINT, A.M., Head of Department of Speech, Monmouth College, Monmouth, Illinois. *Public Speaking*.
- MAX J. WASSERMAN, Dr. es Sc. Econ., University of Illinois. *Economics and Sociology*.
- MARGARET M. WESTHOFF, A.M., Normal, Illinois. *Music*.

STANDING COMMITTEES OF THE UNIVERSITY FACULTY

1932-1933

ADMISSION AND ADVANCED STANDING.—ELSIE J. BRENNEMAN, (Chairman), O. LILLIAN BARTON, H. A. BROWN, R. G. BUZZARD, F. S. SALISBURY, H. H. SCHROEDER, GRACE E. VINSON.

ALUMNI RELATIONS.—JESSIE E. RAMBO (Chairman), JESSIE M. DILLON, J. A. FRALEY, EDNA M. GUEFFROY, C. M. HAMMARLUND, C. E. HARPSTER, C. E. HORTON, C. W. HUDELSON.

APPOINTMENTS.—F. S. SALISBURY (Chairman), MARGARET M. BARTO, C. E. DECKER, L. W. HACKER, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

ATHLETICS.—C. W. HUDELSON (Chairman), T. J. LANCASTER, MARGARET M. BARTO, W. A. L. BEYER, R. W. FOGLER, H. J. HANCOCK, C. A. HARPER, RICHARD G. BROWN, C. E. HORTON.

AUDITORS OF STUDENT ORGANIZATIONS.—H. W. ADAMS, (Chairman), EDITH I. ATKIN, JESSIE M. DILLON, T. J. LANCASTER, C. N. MILLS.

BUILDINGS AND GROUNDS.—A. C. NEWELL (Chairman), HARRY F. ADMIRE, W. A. L. BEYER, R. G. BUZZARD, R. H. LINKINS, NEVA McDAVITT, R. D. MARSH, CARL REIN, F. S. SALISBURY, H. H. SCHROEDER.

CURRICULA AND COURSES.—H. A. BROWN (Chairman), H. W. ADAMS, MARGARET M. BARTO, O. LILLIAN BARTON, W. A. L. BEYER, ELSIE BRENNEMAN, R. G. BUZZARD, RACHEL M. COOPER, C. W. CROSS, C. E. DECKER, MARGERY A. ELLIS, MAY GOODWIN, L. W. HACKER, C. A. HARPER, C. E. HARPSTER, A. WEZETTE HAYDEN, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, ERMA F. IMBODEN, J. A. KINNEMAN, E. M. R. LAMKEY, R. H. LINKINS, BLANCHE McAVOY, C. F. MALMBERG, C. N. MILLS, A. C. NEWELL, GERDA OKERLUND, G. M. PALMER, H. A. PETERSON, LAURA H. PRICER, R. W. PRINGLE, JESSIE E. RAMBO, AGNES F. RICE, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSEN, CHRISTINE A. THOENE, FLORENCE TILTON, F. S. SALISBURY, GRACE E. VINSON, ELEANOR W. WELCH, F. W. WESTHOFF, A. R. WILLIAMS.

CUSTODIAN OF STUDENT ACTIVITY FUNDS.—JENNIE A. JOHNSON.

DEGREES AND DIPLOMAS.—ELSIE J. BRENNEMAN (Chairman), MARGARET M. BARTO, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, F. S. SALISBURY, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

EDUCATIONAL RESEARCH.—C. F. MALMBERG (Chairman), Edith I. ATKIN, E. W. CAVINS, K. S. FLETCHER, C. E. HARPSTER, J. A. KINNEMAN, E. M. R. LAMKEY, C. N. MILLS, ROSE E. PARKER, H. A. PETERSON, F. S. SALISBURY, E. A. TURNER.

ENTERTAINMENTS, LECTURES AND CONCERTS.—R. H. LINKINS (Chairman), H. F. ADMIRE, MABEL C. ALLEN, EDITH I. ATKIN, W. A. L. BEYER, C. L. CROSS, K. S. FLETCHER, R. W. FOGLER, C. M. HAMMARLUND, C. W. HUDELSON, J. A. KINNEMAN, LAURA H. PRICER, GRACE E. VINSON.

EXCUSE OFFICERS.—H. H. SCHROEDER (Chairman), O. LILLIAN BARTON, RACHEL M. COOPER, R. H. LINKINS, THELMA NELSON.

EXECUTIVE COUNCIL.—H. A. BROWN (Chairman), H. W. ADAMS, O. LILLIAN BARTON, W. A. L. BEYER, ELSIE J. BRENNEMAN, R. G. BUZZARD, C. L. CROSS, C. E. DECKER, MAY GOODWIN, L. W. HACKER, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, ERMA F. IMBODEN, R. H. LINKINS, A. C. NEWELL, LAURA H. PRICER, R. W. PRINGLE, JESSIE E. RAMBO, F. S. SALISBURY, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, ELEANOR W. WELCH, F. W. WESTHOFF, A. R. WILLIAMS.

FORENSICS.—F. S. SORRENSEN (Chairman), MABEL C. ALLEN, W. A. L. BEYER, R. G. BROWNE, C. A. HARPER, C. E. HARPSTER, J. A. KINNE-MAN, GRACE E. VINSON, G. M. PALMER.

HIGH SCHOOL LITERARY AND MUSIC CONTESTS.—J. A. KINNEMAN (Chairman), R. G. BROWNE, MARY E. BUELL, C. L. CROSS, A. W. DRAGOO, CLARENCE ORR, K. S. FLETCHER, C. M. HAMMERLUND, C. E. HARPSTER, C. E. HORTON, T. J. LANCASTER, JESSIE E. RAMBO, AGNES F. RICE, F. S. SORRENSEN, MARION A. TAYLOR, FLORENCE E. TEAGER, (Manager), F. W. WESTHOFF (Director).

REGISTRATION AND CLASS SCHEDULES.—H. H. SCHROEDER (Chairman), MARGARET M. BARTO, H. A. BROWN, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, R. W. PRINGLE, JESSIE E. RAMBO, F. S. SALISBURY, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

MUSIC.—F. W. WESTHOFF (Chairman), DOROTHY G. BRUNK, E. W. CAVINS, ELINOR B. FLAGG, K. S. FLETCHER, J. E. FRALEY, RUTH O. GERARD, C. F. MALMBERG.

SECRETARY OF THE FACULTY.—ANNETTA B. COOPER.

SOCIAL AFFAIRS.—MARY E. BUELL (Chairman), O. LILLIAN BARTON, HARRIET J. BERNINGER, VEDA H. BOLT, ROSE M. BURGESS, E. W. CAVINS, MABEL P. CROMPTON, ELINOR B. FLAGG, R. W. FOGLER, MAY GOODWIN, R. H. LINKINS, C. F. MALMBERG, E. A. TURNER.

STUDENT LIFE AND WELFARE.—R. H. LINKINS (Chairman), EDITH I. ATKIN, H. W. ADAMS, W. A. L. BEYER, R. G. BUZZARD, H. A. BROWN, MARGARET M. BARTO, O. LILLIAN BARTON, RICHARD G. BROWN, DOROTHY G. BRUNK, KATHARINE M. CARVER, E. W. CAVINS, JANE CHURCH, M. REGINA CONNELL, RACHEL M. COOPER, MABEL P. CROMPTON, JESSIE M. DILLON, M. J. HOLMES, C. E. HORTON, T. J. LANCASTER, H. H. SCHROEDER, L. S. SMITH, CHRISTINE A. THOENE, A. R. WILLIAMS.

STUDENT PUBLICATIONS.—G. M. PALMER (Chairman), MARION C. ALLEN, T. M. BARGER, ALTA J. DAY, MARGERY A. ELLIS, K. S. FLETCHER, E. A. TURNER, GRACE E. VINSON, A. R. WILLIAMS.

STUDENTS' SCHOLARSHIP.—H. H. SCHROEDER (Chairman), MARGARET M. BARTO, ELSIE J. BRENNEMAN, H. A. BROWN, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, F. S. SALISBURY, RUBERTA N. SMITH, F. S. SORRENSEN, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

UNIVERSITY PUBLICATIONS AND PUBLICITY.—M. J. HOLMES, (Chairman), GLADYS L. BARTLE, M. REGINA CONNELL, K. S. FLETCHER, L. W. HACKER, C. E. HORTON, E. M. R. LAMKEY, RUTH STROUD, A. R. WILLIAMS.

The President is ex-officio a member of all committees.

ENTRANCE AND ADVANCEMENT IN SCHOOL

REQUIREMENTS FOR ADMISSION

Entrance requirements are stated in terms of units of high-school work, a term which should not be confused with the term credit as applied to college work. A high-school unit represents the work of one hundred eighty class periods of forty minutes each. Two laboratory periods in any science or shop subject are considered equivalent to one class period. In a number of subjects half-units may be presented. In closely allied subjects such as botany and zoology, not usually taught throughout an entire year, units may be constructed by combining the respective time values of the two subjects.

GENERAL REQUIREMENTS

An applicant for admission to the University must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Students may be admitted at the beginning of each of the three quarters or at the opening of each of the summer terms. Students may enter to the best advantage, however, at the opening of the school year in September.

Fifteen units, distributed as indicated below, are required for admission. Students offering only one foreign language must present at least two units. They must have two units in one foreign language before one unit in another language may be credited. In exceptional cases, however, one unit in a single foreign language may be offered as an optional subject.

GROUP A: REQUIRED SUBJECTS

I. The following units are required of all:

(a) **English**, three units

II. Two units must be presented from each of two of the following:

(a) **Mathematics**, two units

(b) **Foreign Language**, two units

(c) **Natural Science**, two units

(d) **Social Science**, two units

The two units in mathematics must consist of either one unit in algebra and one unit in plane geometry, or two units of correlated or general mathematics.

III. In addition to the units required under I and II above, a sufficient number of units to make up the fifteen must be offered from Groups B and C. Not more than four units, however, may be offered from Group C.

GROUP B: GENERAL ELECTIVES

Latin, one, two, three, or four units

Greek, one, two, three, or four units

French, one, two, three, or four units
German, one, two, three, or four units
Spanish, one, two, three, or four units
Italian, one, two, or three units
English (4th unit), one unit
Advanced algebra, one-half or one unit
Solid geometry, one-half unit
Trigonometry, one-half unit
Greek and Roman history, one-half or one unit
Medieval and modern history, one-half or one unit.
English history, one-half or one unit
American history, one-half or one unit
Civics, one-half or one unit
Economics and economic history, one-half or one unit
Commercial geography, one-half or one unit
Other social science, one-half or one unit
Physiography, one-half or one unit
Physiology, one-half or one unit
Zoology, one-half or one unit
Biology, one-half or one unit
Botany, one-half or one unit
Physics, one or two units
Chemistry, one-half, one or two units
General science, one unit

GROUP C: SPECIAL ELECTIVES

(Only four units may be chosen from this group)

Astronomy, one-half unit
Geology, one-half or one unit
Agriculture, one, two, three, or four units
Bookkeeping, one unit
Business law, one-half unit
Commercial Arithmetic, one-half unit
Home economics, one, two, three, or four units
Speech, one-half or one unit
Drawing, art and design, one-half or one unit
Industrial arts, one, two, three, or four units
Foreign language (other than those of Group B) one or two units
Music, one or two units
Shorthand, one or two units
Typewriting, one-half or one unit
Optional, one unit

SUBJECTS RECOMMENDED FOR ADMISSION

It is strongly recommended that in Group A, under II, mathematics be offered. The requirements of graduate schools are such that students who do not offer the usual two units in mathematics will be greatly handicapped if they plan to pursue their studies beyond the baccalaureate de-

gree. The University assumes no responsibility for students who fail to gain admission to graduate schools if they have not presented two units of mathematics for admission. If mathematics is chosen, the other two units required under II in Group A may be selected from any one of the three subjects listed.

Students who plan to major in any subject listed in the admission requirements are advised to offer for admission the maximum number of units in that subject.

METHODS OF ADMISSION

There are four general methods by which admission to the University may be secured:

1. By presentation of a certificate of graduation from an accredited or recognized high school, with the required distribution of work.
2. By submitting evidence of studies successfully pursued in an institution of higher education.
3. By taking entrance examinations.
4. By qualifying as an unclassified adult special student.

ADMISSION BY CERTIFICATE

A candidate for admission by certificate must be a graduate of an accredited secondary school, or have fifteen acceptable units and the approval of the dean of the teachers college. Not more than twelve units will be accepted from a three year high school.

An applicant who has attended but who has not been graduated from an accredited school must pass entrance examinations in the following subjects amounting to five units as follows: English, one unit; additional subjects, four units.

The additional subjects mentioned above will be designated by the university authorities. The remaining ten units necessary to make up the fifteen units required for admission may also be made in entrance examinations or may be offered by certificate from an accredited school.

Blank certificates for students wishing to enter the University by certificate from an accredited high school or academy may be had of the registrar. They should be obtained early and should be filled out and sent to the registrar for approval as soon as possible after the close of the high-school year in June.

The registrar will endeavor to notify a student of his status promptly on receipt of his certificate. However, because of the rush of business, it is sometimes impossible to send such notices in cases where certificates do not arrive until the week prior to the opening of the University.

Applicants for admission who have had any work whatsoever in another institution of higher education, regardless of whether or not they wish to receive credit for it must submit complete credentials of both their high school work and college work. All such transcripts should be sent at least six weeks preceding the opening of the session in which the student desires to enter.

Entrance credits will also be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.

2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools, provided the certificate shows that the Illinois standard time requirements have been met.

3. From schools accredited by the Southern Association of Colleges and Secondary Schools.

4. From schools approved by the New England College Entrance Certificate Board.

5. From high schools and academies registered by the Regents of the University of the State of New York.

The University will not issue a permit to enter except on the basis of official detailed credentials filed in advance.

ADMISSION WITH ADVANCED STANDING

A person who has attended another college or university of recognized standing will be considered for admission to this University on presenting: a) a transcript of his college record, b) a certificate of honorable dismissal from the institution from which he comes, and, c) an official statement of his preparatory school work.

No substitutes will be accepted for the high school subjects prescribed by the University or for the requirement of high-school graduation, except that a) A Student who comes from an institution rated in Class A by the University of Illinois with a record of thirty hours without failures and with an average grade ten per cent above the passing grade of the college, may be matriculated in the University irrespective of deficiencies in prescribed subjects (except when necessary as prerequisites for advanced work to be taken here) or high school graduation. b) The registrar is authorized to waive the high school graduation requirement, but not the subject requirements, in the case of a transfer student who has completed a year of satisfactory work in a college, normal school, or junior college rated in Class A or Class B by the University of Illinois.

After matriculation an applicant may secure advanced standing either by examination or by transfer of credits.

1. Advanced standing is granted only by examination unless the applicant comes from an approved school.

2. Credits may be accepted for advanced standing from another university or college or a junior college of recognized standing or from a state normal school. An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied by a summary of his preparatory work and by a letter of honorable dismissal. Students intending to transfer to the University should send their credentials to the registrar as early in the summer as possible.

ADMISSION OF UNCLASSIFIED STUDENTS

Persons over twenty-one years of age may be admitted as unclassified students provided they secure the approval of the dean. They must give evidence that they possess the requisite information and ability to pursue profitably, as unclassified students, their chosen subjects.

An applicant for admission to the University who is not a legal resident of Illinois is required to present with his application for admission to the University, except as an unclassified student, satisfactory evidence that he maintained at the school or college which he last attended prior to seeking entrance to the University a full schedule of studies with a scholastic average at least ten percent above the passing grade of such school or college. In case of records which are not kept in numerical grades but in literal or other systems of grading this requirement will be interpreted to mean an average of one grade above the passing grade.

No one may enroll as an unclassified student in the University for more than two years, except by special permission, application for which must be made to the dean of the teachers college.

ADMISSION FROM UNACCREDITED OR UNRECOGNIZED SECONDARY SCHOOLS

Graduates of four-year non-accredited or non-recognized secondary schools in Illinois who have satisfied the full requirements for admission to the University may be admitted on probation without examination upon recommendation of the principal.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. But students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken. Advanced standing will not be given for any part of the senior year.

A student who has been dropped from another institution may not enter here until such a time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

Students who wish to earn credits by extension or correspondence with other institutions to be transferred should have such courses approved before taking them.

All cases of desired advanced standing or credit are dealt with on the principle of equivalence of work and quarter hours.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No student is given the diploma or degree of the University who has not completed one full year of work in residence.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on teachers certificates.

On and after September 1, 1935, students will be required to meet the current requirements for graduation regardless of what the requirements were at the time of their admission.

REGISTRATION

Monday, September 11, 1933, and the three following days constitute "Freshman Days," which are devoted to introducing the new student to the life of the Teachers College. The program includes registration and enrollment, addresses by members of the faculty, brief tests in English, history, arithmetic, spelling, and general intelligence, devotional exercises on Sunday, and a series of social entertainments. All freshmen should assemble in Capen Auditorium at 8:00 A.M., Monday and are required to stay on through the entire registration period. Upper-class students are due on Wednesday. Classes begin on Thursday.

New students should be present in the morning of registration day to register in the office, to pay their term fees, to consult with the appropriate committee in regard to their program of studies, to enroll in their various classes, to consult with teachers in regard to their studies, to purchase their textbooks and to get their assignments. In the first summer term the first Monday also is a registration day.

Students upon arrival in Normal on registration day should come directly to Capen Auditorium at the University.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of any one of the two year curricula. The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula.

Candidates for graduation shall, at the beginning of the year in September, file with the registrar the program of studies they desire to follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University. If the student

desires to make substitutions not provided for by the general rules, his request must be approved by the dean of the teachers college.

No student may receive the diploma or the degree unless three-fourths of his work has received a grade of higher than 75. No person may receive the diploma or the degree from this institution unless he has completed a full year of work.

Students who lack no more than 16 quarter hours of completing their curriculum participate in the Commencement functions in June and receive their diplomas upon the completion of their work in the ensuing summer term.

Candidates for graduation in June should see that all conditions and deficiencies are removed by the end of the eighth week of the spring term.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES

The Illinois State Normal University prepares every kind of teacher required for the public schools of Illinois.

The curricula of the University are organized in conformity to the Illinois Certification Law. Certificates may be issued a) to candidates who have passed the examinations prescribed by the State Examining Board, or b) to those who have done a required amount of work in teachers colleges or other higher institutions recognized for the training of teachers.

The Illinois State Normal University provides curricula and specific courses required for the various kinds of certificates.

Diplomas granted on completion of any of the two-year curricula entitle the holder to receive a limited state elementary certificate good for four years and renewable indefinitely. This certificate is good for teaching the first two years of high school work if endorsed by the county superintendent.

The special kindergarten-primary certificate, good for four years and renewable indefinitely, may be obtained by completing the two-year kindergarten-primary curriculum. It is issued on the basis of the diploma from this curriculum.

A special certificate, good for four years and renewable indefinitely, may be obtained after completing two years of work in any one of the four-year curricula in music, industrial arts, art, commerce, home economics, agriculture, and physical education, provided the student has completed not less than thirty quarter hours in the special field in which he desires certification, eighteen quarter hours in education and nine quarter hours in English.

A limited state high-school certificate, good for four years and renewable indefinitely, may be obtained after completing a four-year curriculum in music, industrial arts, art, physical education, home economics, agriculture, commerce, English, social science, foreign language, mathematics, and natural science, provided the student has taken a required sequence of courses in each subject which he desires to teach.

Students who have completed two years of work in the teachers college may be admitted to the examination for this high-school certificate.

Limited state supervisory certificates may be obtained upon the completion of one of the four-year curricula, provided that the applicant has taught successfully for four years in the common schools.

Any student who contemplates securing a life certificate may obtain the necessary information by consulting the dean of the teachers college, the dean of the training schools, or the registrar.

Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 48 quarter hours necessary to obtain a limited state elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation.

STUDENT LIFE AND EXPENSES

HOUSING REGULATIONS

Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder and then filed, in the case of women students, with the Dean of Women, in the case of men students, with the Dean of Men. On the back of these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules become a bona fide part of the agreement and are equally binding upon both student and householder.

LIVING CONDITIONS

Modern rooms large enough for two persons rent for prices ranging from \$4.00 to \$5.00 a week. Similar single rooms rent for \$2.50 to \$3.00 a week. Accommodations for light housekeeping can frequently be secured. The cost of rooms with light housekeeping privileges is \$2.00 to \$3.00 a week for each student.

Board costs \$3.50 to \$4.50 a week, and may be obtained in private homes and at various public eating places.

Both the Dean of Women and the Dean of Men assist students to secure accommodations through correspondence, and students should never engage room or board by correspondence without their approval. Living arrangements off of the campus can be made better after arrival than by letter, however, for there are always rooms available on the opening days of college.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for young women attending the University. It is primarily a residence hall for freshmen women. Besides the freshmen women there are twenty-one honor residents who, having attended the teachers college for at least three terms, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Students desiring rooms in Fell Hall should address the director of Fell Hall for a floor plan and a statement of rules governing the renting of rooms there. The cost of board and room in Fell Hall averages \$6.50 a week.

SOCIAL REGULATIONS

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Faculty and student committees attempt to direct the social life of the campus in keeping with the best social usage. The Student Handbook makes specific suggestions for the conducting of social events so that they may represent the highest level of social participation.

Regulations governing the social life in the rooming houses, the hours kept, the callers permitted, etc. are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

FEEES AND EXPENSES

Tuition is free to all who pledge themselves to teach in the schools of Illinois for a period equal to their attendance here. For all others the tuition fee is twenty-five dollars a quarter in addition to other fees.

Registration Fee: Three dollars for each quarter if paid on a registration day, four dollars at a later date; for each summer term a fee of two dollars is charged on registration day, three dollars at a later date.

Students holding township scholarships under the Lindly Act and ex-service men are exempt from tuition and registration fees.

Student Activities Fee: Three dollars a quarter and one dollar and a half for each summer term.

Athletic Fee: Two dollars for each quarter; for each summer term one-half of the foregoing fee is charged.

Library Fee: One dollar for each quarter; for each summer term one-half of the foregoing fee is charged.

Towel Fee: One dollar a quarter for all who use gymnasium showers.

Laboratory Fee: In chemistry and home economics, one dollar to three dollars a quarter for each course, but never exceeding the cost of the special material used.

Shop Fees: In art and industrial arts, not to exceed cost of material.

Typewriter Fee: One dollar a quarter.

Voice Lessons: Private lessons, one dollar for each period.

Change of Program: After third day, one dollar.

Late Enrollment: One dollar per course for students who register without enrolling.

Additional Transcripts of Record: After first copy, one dollar.

Fees and tuition must be paid the first day of the quarter or term. If a student leaves school within one week, fees are refunded. If a student paying tuition leaves school during the first half of the quarter or term, half of the tuition is refunded, but none of the quarter fees.

OTHER EXPENSES

Lockers in the Main Building may be rented from the registrar at twenty-five cents a quarter in advance. A deposit of fifty cents is required for key padlocks, one dollar for combination padlocks.

Textbooks may be bought at the university textbook library at a price averaging eight percent above net wholesale cost; or books may be rented usually at twenty-five per cent of their ordinary retail price. Students are advised to keep the textbooks in advanced courses.

For students who pay all of their expenses, the average cost of board, room, books, stationery, fees, and all other expenses connected with their life as students is \$360 for 36 weeks.

AID TO STUDENTS

To assist worthy students in completing their course of study the Alumni and Faculty have created a Student's Loan Fund, from which students in their last year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

The Annie Louise Keller Scholarship Fund of \$150 is loaned without interest to properly qualified students. This fund is administered by a committee made up of the President, the Dean of Women, and the Chairman of the Student Council.

The Faculty Women's Club has established a loan fund for women students. The amount of the loan may not exceed one hundred fifty dollars. The fund is open to women who meet the standards required by the club.

Many students secure employment which enables them to meet part of their expenses. For such employment women students should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with an employer. Men should confer with R. H. Linkins, Dean of Men. Students who are supporting themselves in whole or in part may not carry the full quota of studies without special permission obtained from the dean of the Teachers College; such permission may be granted if the student's standing in every subject is above 80.

ATTENDANCE, SCHOLARSHIP AND CREDITS

ABSENCE FROM CLASSES

The following are the regulations of the University concerning absences:

1. When a student has been absent from one or more classes, he should obtain an excuse blank, fill it out, have it signed by the dean of the Teachers College, the dean of women, the dean of men, or the director of Fell Hall, or, if for illness, by the school physician, and present this excuse to each teacher from whose class he has been absent. If he is absent from General Assembly, he should finally file this excuse in the Main Office. A student's illness must be reported to the school physician by his householder at the time of illness. Every absence demands an excuse. No cuts are allowed. Tardiness requires an explanation to the teacher.

2. Absence from classes immediately preceding or following vacations forfeits membership in such classes until reinstatement by the Dean, unless such absence was arranged for in advance with the Dean. Friday and Monday absences should be arranged for in advance.

3. Work omitted because of absence from class must be made up by the student upon returning.

4. All former students in good standing may obtain, at any time, a certificate showing studies pursued and work accomplished.

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

1. Students are expected to choose one of the various programs of study and to follow this program as closely as is practicable, except where elective substitutes are allowed by the director of the division.

2. Every student is expected to take the normal program called for by his curriculum. For a student in good health forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students whose standing in all subjects during the preceding quarter averaged 85 or above, with no grade below 80, may take a heavier program with the approval of the dean of the Teachers College.

4. If a student fails to carry a study after continuing through half the quarter, he is required to repeat that study at the earliest opportunity.

5. If a student fails to complete a course in which his work is of good quality, he is expected to complete such course in the next quarter in which he is in attendance when the course is offered. If this is not done within a period of three years the entire course is to be repeated.

6. A student who fails in any quarter or summer term to make a passing grade in at least one-half of a full program, is placed upon probation for the succeeding quarter. In case he fails to carry three-fourths of a full program in that quarter, he is not permitted to continue his studies until one year has elapsed. This rule may be suspended by the dean of the Teachers College. If a student is placed on probation a second time

for poor scholarship, he is required to withdraw from the University for one year. Students on probation for poor scholarship may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.

7. Grades for scholarship indicate as follows:

- 90-100, Superior.
- 86-90, Excellent.
- 81-85, Good.
- 76-80, Average.
- 70-75, Fair.
- 0-69, Failure.

8. At the end of each month students who are failing in their work are reported to the director of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

GENERAL REGULATIONS CONCERNING ATTENDANCE AND STUDIES

Variations from the regular program chosen are permitted to unclassified students, and to others if there is special need of such change. Students who have become irregular in their programs should consult the dean of the Teachers College.

Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

Requests for transfer from one curriculum to another should be addressed to the dean of the Teachers College.

In the summer terms of six weeks, double the regular number of class periods a week are held in most subjects, thus enabling the students to complete the regular twelve-week courses in six weeks.

Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 forty-minute periods of physical education.

Students are expected, whenever it is possible, to enter school at the beginning of the quarter and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students. Unwillingness or neglect to conform to these requirements reveal defects in character that should bar one from teaching.

Students who return late from vacation shall forfeit two points of their standing in each subject for each day's delay in entering the class, unless it is attested by a physician's certificate that the delay in return was due to the illness of the student, to serious illness in the family requiring his presence, or to death in the family.

A student who withdraws before the end of a quarter shall secure a withdrawal permit from one of the deans. The student may present the permit to each of his instructors, or the dean may send notice to each instructor.

Early in the fall quarter, entering freshmen are given standard tests in arithmetic, English, spelling, reading, history, and general intelligence. Students found seriously deficient in arithmetic or English are required to carry certain no-credit courses in these subjects before entering the regular college classes in them.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools are concerned primarily with the teaching of children. They thus objectify the aim of an institution for the preparation of teachers. In the professional development of students, the training schools play a unique part in providing a wealth of experience through which theory and practice become unified. They are the proving grounds for new and old ideas; they play a role of leadership in developing new theory into new practice.

In the various curricula outlined in this catalog, the training schools have a place of central importance. The education core of these curricula is conceived as a unified development over a period of years rather than as a certain number of separate courses. The students' developing experience centers in the observation of the life of children and participation in it. From the first weeks of the freshman year to the closing days before graduation, the work of the student in education is related to the work of the training schools.

FACILITIES FOR STUDENT TEACHING

The Illinois State Normal University is well equipped for student teaching. It has a campus training school consisting of the University High School, the University Elementary School, including a kindergarten and the first eight grades, a Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, consisting of a kindergarten and the first nine grades, three cooperating rural schools which are easily accessible, and several classes of high school grade in nearby schools.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. All students enrolled in this school other than those graduated from the University Elementary School and those presenting township scholarships, are charged a small tuition fee.

A principal and nine high school teachers give personal attention to the pupils' habits of study, attendance, deportment, and social life. Some high school classes are conducted by regular members of the university faculty.

While the value of liberal culture receives due recognition in the arrangement of curricula, it is recognized that the high school must prove directly serviceable in preparing for efficiency in the useful occupations of life. Accordingly the University High School is provided with five curricula, each four years in length, differing in the prominence that is given to subjects that contribute more or less directly to the cultural, professional, vocational, and physical needs of its pupils.

A special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. This school maintains debating clubs for boys and girls, and three literary societies. All pupils who are not members of one of these organizations are required to do work in platform speaking. The high school maintains an orchestra, a boys' and a girls' glee club, and in addition, its students are eligible to join both the band and orchestra of the University. This school maintains wholesome activities in all lines of athletics. Moreover, considerable attention is given to the social training of the pupils by means of school and class parties that are supervised by the faculty.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Ample room has recently been provided on the third floor of the Thomas Metcalf Building for a library for use by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, it plays an important part in enriching the work of both organizations.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor there are two large play rooms and the shops in manual training and home economics. Ample play ground facilities are available. The regular staff of the University Elementary School consists of a principal, nine critic teachers, and supervisors of the elementary school. It also has supervisors of music, art, physical education, home economics, manual arts, and nature study. The University physician and the school nurse give daily attention to the health needs of pupils.

COOPERATING ELEMENTARY SCHOOL

The Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten and the nine grades of the elementary school. It is housed in a modern building which is adequately equipped for teaching the regular subjects, including home economics, manual arts, music and physical education. At present its regular

staff consists of a principal, eleven critic teachers, a regular teacher of manual arts, one for home economics, and an elementary supervisor.

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Ample opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

ASSIGNMENT OF STUDENT TEACHERS

The assignment of students to classes in the training school for their final period of responsible teaching involves no abrupt change, for they have had contacts with the training school from the beginning of their period of preparation.

AMOUNT OF TEACHING REQUIRED

All curricula provide for one or two quarters of teaching. Students who have had experience, or who have shown a high standard of ability in previous student teaching, may be given assignments in remedial instruction and other specialized phases of teaching which will broaden their preparation.

Students in the curricula for elementary school teachers spend an entire day daily for one quarter in the training school, in addition to the other various forms of participation required in the curriculum. In the high school each student spends a half-day daily for two quarters in the training school, doing actual teaching of not less than two classes daily, taking charge of laboratory periods, observing other classes, conducting remedial instruction, or working on special assigned problems. The intent of this regulation is to bring the student into contact and adjustment with the whole school organization and its problems rather than have his experience confined to a single class period.

Student teaching must be continued until competency has been attained regardless of the time requirement or the number of credits earned.

REGULATIONS FOR STUDENT TEACHING

1. Two quarters of residence are required as a prerequisite for the major responsibility of student teaching.
2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.
3. Students enrolled in two-year curricula are assigned to student teaching in their sophomore year.
4. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

5. Assignments to student teaching are made in the same grades or field of work for which the curriculum which the student is pursuing is intended to prepare him. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

6. Assignment of students in the division of secondary education is made in both the first and the second teaching fields. Students should offer thirty-six quarter hours of preparation in any subject in order to be admitted to teaching in that field; a minimum of twenty-four hours is required. The sequence of courses taken must be approved by the director of the division in which its student is enrolled.

7. A student is eligible for student teaching only when he has a scholastic standing required for graduation, i.e., three-fourths of his grades above 75.

8. A student on probation is not eligible for student teaching.

BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The dean of the training schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Appointment Bureau. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made a strong record in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by carefully selecting those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in major and minor teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

The University assists in placing many candidates in desirable positions

each year. The institution is anxious to help satisfy the needs of the public schools by preparing efficient teachers and by assisting its candidates to positions for which they are best prepared.

ORGANIZATION AND FUNCTIONS OF THE UNIVERSITY

The Illinois State Normal University is a state college for teachers, and comprises three schools:

The Teachers College

The University High School

The University Elementary School

The University High School and the University Elementary School constitute the Training Schools, used as the laboratories of teacher education. There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

The Illinois State Normal University is organized into thirteen divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the thirteen divisions one or more differentiated programs of work leading to a degree are offered. Two-year curricula are organized in some of the divisions. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

Division of Rural Education

Division of Elementary Education

Division of Junior High School Education

Division of Secondary Education

Division of Educational Administration and Supervision

Division of Speech Education

Division of Trade and Industrial Education

Division of Commerce Education

Division of Agricultural Education

Division of Home Economics Education

Division of Music Education

Division of Art Education

Division of Health and Physical Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the thirteen divisions is found in thirteen professional subject matter fields. In each of these fields a sufficient number of college courses is offered to provide all of the work needed for the preparation of teachers for that field. Every subject offered in the University is professionalized in the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

AGRICULTURE	MUSIC
ART	NATURAL SCIENCE
COMMERCE	Biology
ENGLISH	Chemistry
FOREIGN LANGUAGE	Geography
French	Physics
German	SOCIAL SCIENCE
Latin	Economics
HEALTH AND PHYSICAL	Geography
EDUCATION	History
HOME ECONOMICS	Political Science
INDUSTRIAL ARTS	Sociology
MATHEMATICS	SPEECH

COURSES OF UPPER AND LOWER LEVEL

The various courses are of three different grades as far as progressive advancement is concerned.

A. Courses Open to Freshmen. These are the comprehensive introductory courses in the various subjects offered in the freshman year. These courses are numbered 1-99. Sophomores, juniors and seniors, in some cases, may take these courses but only a limited number of freshman courses may be counted for graduation when taken by juniors and seniors. Every junior and senior who takes a freshman course should consult the registrar to see whether he has previously taken the permitted number of such courses.

B. Courses Not Open to Freshmen. These courses are, in general, the comprehensive courses of the sophomore year. They are open to sophomores, juniors and seniors and are numbered 101-199. They either require sophomore standing or prerequisite courses which will ordinarily be taken in the freshman year. Juniors and seniors may count only a certain number of such courses for graduation. They should consult the registrar before registering for any course of this level to see whether they have already taken as many courses of this grade as are permitted.

C. Courses Open Only to Juniors and Seniors. These are advanced intensive courses and ordinarily are not open to freshmen and sophomores. They are numbered 201-299. It is required that juniors and seniors take, in the last two years of a four-year curriculum, a certain

proportion of courses open only to juniors and seniors in order to secure well rounded and relatively complete preparation to teach in one major teaching field. They should look into this matter very carefully and see that the right proportion is maintained in the two upper years of their curriculum.

Every student should read the statement on page 43.

THE SUMMER QUARTER

The Teachers College provides a summer term of six weeks for active teachers and for students who wish to continue their studies during the summer. The program consists chiefly of the regular courses in the various subjects. The daily program is so arranged that classes meet eight times a week in the same subject, thus completing twelve-weeks of work in each subject in six weeks. All grades of the campus training school and of the Illinois Soldiers and Sailors Childrens School are in session during the summer term affording model lessons for observation and discussion and opportunity for practice teaching; but such practice teaching may be done only after prerequisite work in education has been accomplished. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses open to juniors and seniors are arranged in a three-year cycle and taught in the summer thus enabling a student to complete two units of work by attending the same term for three consecutive summers.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer.

The state-wide examination for teachers' certificates is held at the end of the first summer term.

CURRICULA AND COURSES

The Teachers College provides for high-school graduates curricula two years and four years in length for kindergarten teachers, primary teachers, intermediate grade teachers, upper grade teachers, rural-school teachers, and special teachers of art, industrial arts, home economics, agriculture, commercial branches, physical education, music, and speech.

The University educates also high-school teachers, supervisors, principals, and superintendents, whose duties require a more extended preparation.

All four-year curricula lead to the professional degree, Bachelor of Education.

TEACHERS COLLEGE CURRICULA

The regular curricula are:

- I. Two-year and four-year kindergarten-primary curricula for teachers of the kindergarten and the first two primary grades.
- II. Two-year and four-year curricula for teachers of the intermediate grades.

- III. A two year curriculum for teachers of upper grades and a four-year curriculum for junior high school teachers and principals.
- IV. Two-year and four-year curricula for teachers of rural schools.
- V. A four-year curriculum for general high-school teachers which admits of wide variation in the choice of teaching subjects.
- VI. A four-year curriculum for supervisors and principals in elementary schools.
- VII. A four-year curriculum for principals and superintendents of schools.
- VIII. A four-year curriculum for teachers of agriculture.
- IX. A four-year curriculum for teachers and supervisors of art in elementary and secondary schools.
- X. A four-year curriculum for teachers of commercial subjects.
- XI. A four-year curriculum for teachers and supervisors of health and physical education (men).
- XII. A four-year curriculum for teachers and supervisors of health and physical education (women).
- XIII. A four-year curriculum for teachers of home economics which meets the requirements of the Smith-Hughes Act and also prepares home economics teachers for elementary schools.
- XIV. A four-year curriculum in trade and industrial education.
- XV. A four-year curriculum for teachers and supervisors of music in elementary and secondary schools.
- XVI. A four-year curriculum for high-school teachers of speech.

ADMISSION TO GRADUATE SCHOOLS

Graduates of any four year curriculum who have completed the equivalent of 30 quarter hours in any subject in addition to the required work in education are admitted to the graduate school of the University of Illinois without condition.

PREPARATION FOR RURAL SCHOOL SERVICE

Rural teachers of strong personality and who have also acquired adequate training are in demand. Better trained teachers in Illinois are needed for the 10,000 one-room schools, for the 100 consolidated schools, for the 1,000 village schools and for the 500 community high schools in the state. The offices of the rural helping teacher and the county superintendent of schools are becoming professionalized. The Division of Rural Education offers preparation for these positions.

Students are permitted to observe and do student teaching in three cooperating rural schools located near Bloomington. Transportation is furnished at no expense to the student. A trained supervisor is in charge of student teaching. Plans are being made for the securing of a larger school unit for observation and demonstration purposes.

The University now offers a four year curriculum as well as a two year curriculum for students who wish to prepare for rural school service.

The three advanced courses are: (1) Rural Education; (2) Rural, Village and Consolidated Schools and their Program and Organization and (3) Rural Sociology.

It is believed that the field of teaching in the rural school offers the greatest opportunity to render service which is available today. County superintendents are beginning to aid rural school boards in the selection of trained teachers. The greatest need for greater numbers of beginning teachers is in the rural school and there is a great need for more help in supervision in this same field.

REQUIREMENTS FOR THE DEGREE

GENERAL REQUIREMENTS

A bachelor's degree is granted in each of the several divisions of the University, based upon completion of a program of work normally requiring four years of study. The degree is that of Bachelor of Education, which is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is devoted to the preparation of teachers and the various curricula are professional in nature designed wholly for that purpose.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATION

The requirements for graduation with the degree of Bachelor of Education include certain specified courses, included in nine groups as indicated below. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field. They must include the subject or subjects which he is preparing to teach. The programs of all students who have already completed a part of the requirements for graduation will be adjusted so that no credits will be lost and no additional time required, provided the student has followed his original curriculum consistently. All credits which applied on former curricula will be recognized for full value in time and amount in meeting the requirements of corresponding curricula in this catalog. All students who have already enrolled in Curriculum K or any other four year curriculum to secure a two-year diploma in that curriculum will be granted the necessary time in which to complete that curriculum and the two-year diploma will be granted whenever the requirements, including practice teaching, have been met.

A program of study, as indicated in the several curricula, normally extending over four years, for students who attend three quarters each year, is required for the degree. The time may be shortened by attendance during the summer. For credit purposes each course is assigned a "unit value" which depends on the amount of prepared and unprepared work expected of the students. With one exception, all courses are either 4-unit or 2-unit courses.

In each course the class meets for four or five single class periods a week or four double class periods or some combination of single and

double periods which, counting two double periods as equal to one single period, does not make more than the equivalent of four single periods. A single class period is fifty minutes in length and a double period one hundred minutes. Two double periods of unprepared work are rated the same as one single period of class work requiring one additional hour of outside preparation.

Any 4-unit course may require weekly: four single periods of prepared work; four single periods of prepared and one single period of unprepared work; one double period of unprepared work and three single periods of prepared work; or two double periods of unprepared and two single periods of prepared work; or three double periods of unprepared work and one single period of prepared work; or four double periods of unprepared and no periods of prepared work.

In all 2-unit courses, the class meets for four or five periods of unprepared work weekly or for four periods of which three are unprepared work. There is one exception to the foregoing statements. The single course in Meanings and Appreciations in the Fine Arts, which occurs in the freshman year in some curricula, requires two periods of unprepared work weekly and is a 1-unit course.

The printed Schedule of Classes indicates the number of weekly periods required in each course. For records and transfer of credits to other institutions each course carries a number of quarter hours of "credit" which corresponds to its unit value.

Certain courses known as year courses are continuous throughout the year and are not considered finished until the work of the third quarter is completed. These continuous year courses are indicated by the letters a, b, and c, following the number of the course.

Symbols placed after each course indicate the college level at which the course normally occurs, the quarter in which it is offered and its unit value. Thus the course entitled **Contemporary Civilization 1a (4)** occurs normally in the freshman year, is the first quarter's work in the subject, has a unit value of "four" and in terms of credits carries four quarter hours of credit.

In the work of the first teaching field and that of the second teaching field, students must pursue an approved sequence of courses which consists of a coherent and organized program of study leading to a comprehensive understanding of that field. At least two-thirds of the work in the first teaching field and at least one-half of the work in the second teaching field, must consist of advanced work not open to freshmen. At least one-third of the work in the first teaching field must consist of advanced courses open only to juniors and seniors. Two-thirds of all of the work of the junior and senior years must be in courses open only to juniors and seniors. Three-fourths of all of the work of the junior and senior years must be in courses not open to freshmen. One-fourth may be in courses open to freshmen.

Each student is expected to carry a program of work having a unit value of from 12 to 16 units each quarter. Students may not carry more than 16 units unless they have maintained an average of 85 or above in

the previous quarter with no grade below 80. In that case they may take only four additional units.

OUTLINE OF THE GENERAL CURRICULUM

The General Curriculum as outlined is made the basis of all of the four-year curricula. This outline indicates the requirements which are uniform in all divisions and it sets forth in a general way the objectives and purposes of the various requirements.

The General Curriculum has sufficient flexibility to permit differentiation of preparation. Students are able to prepare themselves to teach in different units of the school system and different combinations of subjects within a given unit.

The entire curriculum is conceived as consisting of parallel elements all of which contribute to the integrated personality of the student and which all together give the student the general culture, the reorientation of personality, the grasp of the subject matter of chosen teaching fields and the degree of ability and skill in teaching which in combination make the effective teacher. Some subjects which fall in a particular field have large margins which carry over into other fields. For example, study in the fields of the student's teaching subjects contributes to the cultural background of the student and the general subjects of the cultural background field contribute richly to the teaching subjects. There are four major fields in the General Curriculum, which, with their objectives, are as follows:

A. Education: planned to bring educational theory and practice into a functional unity and to serve as the integrating factor in the entire curriculum. Education deals not only with the theory and principles of teaching, modern schools and their organization and program and the philosophy of education, but it includes the integration of subject matter materials for use in the school rooms of the public school system through a study of the actual curriculum materials of pupil education. The earlier work in education aims particularly at an understanding of child nature and development, including children's learning, and a sound theory of teaching. To this end students have close and intimate contacts with children in the training school, through active participation in the group living going on in the classrooms there and in the out of school life and activities of children. Later work stresses the organization and use of curriculum materials in child growth and development and the technique of teaching acquired largely through actual teaching.

B. Cultural Background: encompassing all essential elements of our modern life, designed for the general development of the individual and pointed toward his life as a member of society. The cultural background is designed primarily to foster an understanding of modern civilization in its dynamic and cultural phases. The content of the courses in this field are thought of as the subject matter of adult perspective in contemporary civilization.

C. Professional Scholarship: giving special emphasis to the student's teaching subjects, chosen as preparation for teaching in some unit of the

school system and dealing with the background for the culture materials for pupil life with the inevitable margins in the cultural background. Professional scholarship is conceived as the direct and explicit background for the culture materials of pupil education, taught on a high level appropriate to college work.

D. Student Life and Orientation: providing for orientation in college life and in education, laying the basis for final choice of the teaching field, and including recreation and health. This field, thus, comprehends the subject matter and activities of student life and orientation. It stresses particularly the social and personal life of students and the developmental program in recreation and health, but in doing so it does not neglect orientation in education and in teaching.

The General Curriculum is outlined under these four heads and is comprehended in nine groups. Education includes Group I; Cultural Background, Groups II, III, IV, V, and VI; Professional Scholarship, Group VII; Student Life and Orientation, Groups VIII and IX. The requirements in each of the nine groups are outlined as follows:

A. EDUCATION

GROUP I. EDUCATION, 48 or 60 units.

Education deals with psychology, theory and principles of teaching, mental and achievement tests, the organization and use of subject matter in teaching, and student teaching.

While, as has been pointed out, the specific courses included in this requirement are organized in a sequence which runs through the entire curriculum and constitutes a single integrated field of study rather than a group of independent courses, it is, nevertheless, necessary to designate the work offered in the different terms by separate titles, which indicate in a general way the manner in which the course is developed. These titles appear at a later point.

The work in education is apportioned approximately as follows in the several curricula, except in curricula in supervision and administration:

- a. Psychology and Theory and Principles of Teaching and Testing and Class Organization, 24 units.
- b. Curriculum Materials and Technique of Teaching, Testing and Class Organization, 8 or 12 units.
- c. Mental Tests and the Measurement of Special Abilities, 4 units (Curricula for elementary school teachers only).
- d. Modern Schools and Their Program and Organization, 4 units.
- e. Social Philosophy of Education, 4 units.
- f. Student Teaching, 8 or 12 units.

Most of the courses in education are differentiated in content for different types of teachers. A course dealing with the psychology of learning and teaching when taken by students who are preparing to be kindergarten-primary teachers is quite different from the corresponding course taken by students who are planning to teach in senior high schools.

This differentiation provides for the needs of teachers who require special preparation for specific types of teaching service. The same principle holds throughout all of the curricula.

In the freshman year there are courses the purpose of which is orientation in education and in teaching. These courses are considered to be a part of the student-life core rather than the education-core.

The courses in education represent a continuous, unified, progressive development, paralleled at all times by participation, rather than separate approaches to various aspects of the subject. The participation itself contemplates a continuous process of growth and development on the part of the participating student rather than various distinct stages of development in each of which a different approach is made. The work in education includes subject matter, also, in the form of curriculum materials and thus represents a unification of the theory and principles of teaching with subject matter. Its study begins with a simple approach to teaching and learning and continues to be expressed in greater detail as the experience of the participating student expands.

B. CULTURAL BACKGROUND

Every student who completes a four-year curriculum takes a group of courses the purpose of which is to interpret the current scene—the social, economic, and political life of present day civilization, with as much study of the past as is necessary to understand the present. If teachers are to interpret life to pupils, they must understand life themselves. If they are to inculcate an understanding of the world of today and its significant problems and its ever-changing complexion, they must be students of contemporary civilization and its problems, with sufficient understanding of current life and its trends to enable them to live understandingly and effectively in a changing civilization such as that of the present. Teachers, in a word, must understand contemporary American and world life and they must have intelligent attitudes toward its foundations and its functioning.

Every student, therefore, in a four-year curriculum takes the following sequence of courses or their equivalent which have for their objective the interpretation of contemporary civilization and culture, all with world implications: a) General Literature and English Expression, dealing chiefly with contemporary literature; b) Contemporary Civilization; c) History of Civilization and Culture; d) Natural Science in Modern Life; e) Meanings and Appreciations in the Fine Arts.

The cultural background courses in literature, history, natural science, contemporary civilization, and the fine arts, all integrated so far as possible, are intended to present a picture of the contemporary social order in its various aspects. The great purpose of these cultural background studies is to prepare in the prospective teacher a worthily educated person independent of the immediate demands of the school room. The emphasis is upon adult perspective and not primarily upon the culture materials for pupils, although there are marginal contributions to the latter.

GROUP II. ENGLISH LANGUAGE AND LITERATURE, 12 units.

Two kinds of work are included in this group; a) Corrective English, for those who need it; b) General Literature and English Expression.

a. Corrective English (Freshman Year)

This subject is not thought of as a course, but such work as seems to be necessary is required of all students who are found by tests administered at the beginning of the freshman year and evidence furnished by their ordinary speech to be unable to speak and write correct English. A clear distinction is made between the student's ability to express himself coherently and well at some length and his ability to write and speak correctly. These two abilities are believed to have quite a different basis. The student's expression apart from correct and conventional discourse is regarded as a function of his expanding intellectual content. The work in corrective English is directed toward the removal of disabilities and the establishment of correct and conventional modes of expression.

Students who are found to have deficiencies in oral and written expression are required to meet in relatively small classes for the types of individual instruction needed by each student. The emphasis in these classes is upon diagnostic and remedial instruction at the level of the college freshman.

The plan, however, contemplates allowing individual students to attack their English problem independently if they are able and desire to do so. The instructor in this case acts as counselor, giving to each student tests to reveal his disabilities and suggesting remedial measures for correcting specific deficiencies, which the student himself may carry out in his own way, if he wishes to do so. In other cases the instructor gives remedial instruction daily for individuals and groups.

Students who are required to take this course are understood to be strictly on probation until they can show a measurable and evident competency in the correct use of written and spoken English. Students who are in a marked degree deficient in English are allowed to carry only a limited amount of work in addition to Corrective English. Such students must understand that their continuation in college is doubtful after one quarter, unless their standard of English by that time reaches and remains upon the rather high level necessary to carry on serious professional study.

There are no credits, no designated amount of time to be spent and no outline of ground to be covered in the course in Corrective English. The only requirement is evidence furnished by tests and the usual use of English in other connections that the student's ordinary English expression meets a required standard of correctness. The problem is wholly that of attainment of the standard in the correct use of oral and written English. This standard is a very definite one. Whenever the student's English expression reaches the standard and remains there permanently, through instruction by a teacher or by his own independent efforts, he is excused from the course. Until he has reached this standard, he remains a member of a class in Corrective English.

b. General Literature and English Expression, 12 units.

This course occurs in the freshman year of all curricula. It deals with general literature but it is not an historical survey of the subject. It is a course distinctly of the cultural-foundation type but with large contributions to the teaching-subjects type. This course somewhat emphasizes contemporary literature. It draws its materials, however, from all sources for the purpose of developing appreciation, sense of values and reorientation of personality through literature. It performs its part in developing a cultural background by dealing with materials which point the student into an understanding of great literature in which man has expressed his greatest aspirations and his highest ideals.

The selection of materials for this course aims to bring students into contact with the best thoughts and ideas of the race and the ideals of civilization as presented in literature. In organization the course follows no logical or stereotyped systematization, but it deals with the materials of early and particularly of contemporary world literature which depicts man facing the problems of living in modern civilization. The aims of the course are expressed in terms of life values, literature being considered as a means to an end and not an end in itself. The desirable learning products here are those values and not knowledge of authors and books for their own sake.

English expression is connected with the study of literature, but it does not consist of a formal course in English composition. It represents rather a time and a place for English composition of a functional sort, by means of which ability to express ideas coherently and effectively in extended discourse grows and develops.

There is opportunity for English expression in all of the studies of the curriculum and there is an abundance of it so that every subject which the student studies includes English expression. It seems appropriate, however, to give direction to the growth and expansion of the student's ability in English expression in connection with literature, in which he is constantly reading the choicest examples of English expression and thought which the world has produced.

The course in General Literature and English Expression provides for wide reading in the various fields of literature, class discussions in small groups, shorter and longer discussions by individual students and written papers, in which a coherent train of thought is developed. The result is a large expansion of the student's ability in English discourse. Some study of English discourse structure is carried along with English expression whenever it can be presented functionally, but it is not made predominant.

Further work in English expression beyond this course, for students who are not specializing in English, is desirable, but such work is carried on in a more functional relationship than can be secured in formal courses in composition. By the time students have reached the junior year they have had a wide experience in writing obtained in all of the subjects of the two preceding years. They have developed through their work in Corrective English the ability to write correctly, if they did not have

it when they entered college. They have had a year's experience in the freshman year in English expression, growing out of a considerable group of subjects rich in content and especially literature. Presumably they are now able to express their ideas at length in coherent discourse which does not contain grammatical errors. In their course in English expression they did considerable speaking and writing in which they carried a sequence of thought through discourse of considerable length and were always in contact with a teacher as a guide.

During the junior and senior years both teachers of English and all other teachers guide and direct students in their further development in English speech. Their courses in these years require more independent study and a great deal more extended presentation of an original type as a result of their study in different subjects. Students have now arrived at the point beyond which they do not need to be slavishly dependent upon a teacher of English. They are now expected to be able to acquire the necessary understanding of the principles of written and spoken English and to correct their own English, maintaining a good standard in this particular at all times. They always have access, of course, to the members of the English faculty and they have abundant opportunity to participate in the speech life of the institution.

The amount of time spent in the freshman course in General Literature and English Expression is of secondary consideration. The objectives are certain attainments, which are the chief aims of the course. There are numerous sections in this work and students are placed in groups in which they can work to best advantage. No student is excused from further work in English, even though he has served the required amount of time, unless he can show through both tests and his ordinary use of English in speaking and writing that he has the attainment contemplated by the course.

GROUP III. SOCIAL SCIENCE, 24 units.

Two year courses in social science are required of all students. They are entitled a) Contemporary Civilization; and b) History of Civilization and Culture.

a. Contemporary Civilization, 12 units

This is a year course which aims at an interpretation of current civilization. Contemporary society is studied in its economic, social, and political phases. An understanding of current American and world life is sought.

American political and economic history is studied so far as is necessary to understand the contemporary order. The economic foundations of industrialism constitute an important topic in the course and some time is devoted to larger problems of economic imperialism. The trend away from an individualistically competitive society toward an increasingly cooperative society, since the beginning of the nineteenth century, and the compelling forces behind it are stressed as a feature of the course, and the adjustments in modes of living which have been made

in modern times are noted and their significance considered. The interdependence of peoples and nations as a factor in modern civilization is given consideration. The various steps in the conquest of the North American continent are incidental to the development of the course. Social problems connected with income, community living, and family life are discussed thoroughly. The nature of our rapidly developing national culture is the concluding phase of the course and serves to connect this year's work with the course which follows in the sophomore year dealing with the history of civilization and culture.

b. History of Civilization and Culture, 12 units

This course extends through an entire year and is required of all sophomores taking a four-year curriculum. It is the history of mankind and deals with the significant currents of human history. How the current social order has come to its present state is the main objective of the course. It conceives history as the account of the rise and development of human ideals and interests and the development of the great institutions of society.

The course deals with the social changes which have taken place throughout all of human history. It attempts to explain the present by discovering its origin and tracing its development whenever an understanding of such processes adds significance to the current scene. Trends of development in human history are traced from their origins. Social movements in history are studied and their significance considered. The great social institutions are studied from the point of view of their significant history and an attempt is made to develop an appreciation of them as current institutions through a study of their history.

The course deals with the history of art, science, the family, the state, industry and a similar group of institutions which are really the foundations of civilized society. An attempt is made to interpret them from the point of view of their development from primitive times down to the present. Their social worth is evaluated so far as possible. Man's emergence from savagery and his development throughout all of the ages of recorded history is studied. The characteristics of the current machine age are noted in terms of the processes which have conditioned their development. The great personalities of all times who have served mankind and who have contributed to the life of humanity are studied. Their contributions to the life of the race are examined in considerable detail. Great names in music, architecture, science, and other human activities are presented. The social ideals which have persisted down through the ages are analyzed. Such a topic as the family and its development and place in civilization and the social ideals relating to it throughout history is studied. Such a course in human history portrays the unfolding of the drama of man's career on the earth and the institutions which he has created. Economic and political history are studied as necessary to provide the setting and means of understanding cultural development.

In the early part of the course primitive and oriental cultures and ancient and medieval civilizations are studied from the point of view

already presented. The social and economic history of Europe is given a place of considerable importance. The history of the British Empire is dealt with somewhat comprehensively. American history, including Canada and Latin America, is studied from the point of view of the history and the evaluation of the social institutions which have developed in those nations. At every point the development of human culture is emphasized.

The plan of organization of this course merits mention. It is not a running account of history viewed merely as the story of past events but it attempts to explain the past and aims at understanding rather than a mere memorized account of what has transpired in past ages. The course interprets the present through the past. It is organized into a sequence of units, the objectives of which are intelligent conceptions concerning the manner in which the present social order has developed. The adaptations which take place in pupils through this kind of historical study are the objectives of the course.

GROUP IV. NATURAL SCIENCE, 12 units.

The requirement that all students shall take some work in this field recognizes the great importance of the study of natural science as a part of the teacher's cultural background and its value in gaining a further understanding of contemporary civilization and its evolution. A single course with this end as its objective is required in this group:

a. Natural Science in Modern Life, 12 units.

This is a year course in science required of all students pursuing a four-year curriculum. It deals with fundamental conceptions of biological and physical science as they relate to modern life. There is an attempt to unify science in this course and to seek an understanding of certain conceptions in the field of science underlying the development of modern civilization. The subject matter of the course is organized about certain large fields of thought which attempt to present science as a whole rather than in terms of isolated and fragmentary fields of knowledge.

The way in which science has transformed the modern world and modified man's thinking is one of the central features of the course. Science now affects almost every aspect of human life, and forms an exceedingly important part of the intellectual resources of the human race and as such it deserves an important place in college study. What understanding of science is essential in modern civilization? What place does science have and what function does it serve in the processes of modern life? The course attempts to deal with those aspects and conceptions of science which are necessary for social participation in order that the teacher may have a background of understanding through which he may be able to interpret modern life to his pupils.

Additional topics treated are the following: The earth and its place in the solar system; the origin and development of living forms; heredity; eugenics; the physical and chemical aspects of nature and

their interrelations; a brief history of science with emphasis on the effect on human history of the great inventions and discoveries; remnants from primitive times which still affect modern life; the present status of science as a factor in modern life; the physical and biological aspects of plant and animal life, including the physiological processes found in living things; morphology to the extent necessary to comprehend functioning; and the living organism in relation to its environment. This course makes marginal contributions to the teaching subjects by developing a larger appreciation of science.

GROUP V. FINE ARTS, 3 units.

So important is a study of the arts believed to be in producing a cultured individual that some work in this field is required of all students. The particular course required in this group is omitted in those curricula in which considerable other work is required in both music and art. All other students are required to take the work which is prescribed in this group. It consists of a single course continuing through the freshman year.

a. Meanings and Appreciations in the Fine Arts, 3 units.

This course is intended to give an integrated survey of music, architecture, sculpture, painting, and the minor arts, primarily from the point of view of their relation to civilization, past and present, and to enlarge the contribution of the arts to the enrichment of life for the individual. It is desired to introduce the student to a number of fields of artistic endeavor and to familiarize him with examples of the finest achievements, from both the present and the past, in these phases of art. The development of high standards of taste, and the understanding and enjoyment of many types of works of art, is one aim of the course, as well as an explanation of the basic homogeneity of the aesthetic aspects of all civilizations.

The dominant aims of the musical phase of the course are a development of a love of music through experience with it, and an understanding and appreciation of music as an expression of changing civilization. A study is made of the music of ancient peoples, of the early church schools, the rise of instrumental forms, the characteristic streams of musical expression of France, Italy, Germany, and England, the influence of such great masters as Bach, Beethoven, Wagner, and Verdi, in the classical and romantic periods, all contributing to the large musical forms, opera, oratorio, and symphony. All of these make up the cultural background. Throughout this course emphasis is given to enriched musical experience and to the development of appreciation of form-scheme underlying music. It is believed that music plays a significant part in modern living and that appreciation of the beauty inherent in music contributes to individual happiness.

The major space-arts, architecture, painting, and sculpture, with their allied minor arts, are considered as expressive of the ideals and the social, political, and cultural conditions of the eras which produced them. In all cases, stress is laid upon the origins of the art tendencies of today,

and the meanings in modern life of the art of the past. The work will be based on the promise that excellence in all forms of the various arts is consonant only with an orderly use of the fundamental principles of rhythm, balance, proportion, and dominance, and their organization into a unified whole. To this factor is due that universal aspect of art, whereby an example of music, sculpture, architecture or painting, embodying these principles of art structure to a supreme degree, remains a masterpiece, wherever or whenever it may have been created.

A study of the art quality in the ordinary objects of our surroundings is a feature of the course, with a view toward producing consumers who, by their awakened and intelligent demand for high quality of design in these objects, will help to raise the level of art in industry.

It is hoped that the course will serve to develop in the student intellectual and aesthetic understanding and enjoyment of the arts, discriminating judgment as a purchaser of the products of industry and art, and that it will be an incentive toward a greater interest in and practice of the arts.

The scope of this course in the fine arts is broad enough to include the place and functions of the arts in civilization. Cultivation of an interest in the arts serves to develop common culture among people and thus weld the population more solidly into a homogeneous group. Civilized living of the future, with its increase of leisure time, is likely to be dependent more and more upon the arts, and civilization itself will assume meaning as they become a more significant part of life. Such a conception of the function of the arts warrants a larger place in the program of the elementary and the secondary schools, and it becomes important that teachers understand and thoroughly appreciate the meanings and functions of the arts in education and life.

GROUP VI. OPTIONAL SUBJECTS, 12 or 24 units.

This group provides for two optional subjects one or both of which may be taken under certain specified conditions in place of one subject in the cultural background group and one year subject in Group VII.

This option is intended to provide for study in the fields of mathematics or foreign language. Students who choose natural science or social science for one of their teaching subjects are advised to take one year of mathematics or one year of foreign language if they have any aptitude or inclination along either of those lines. Students who choose both natural science and social science may well take a year of both foreign language and mathematics. The purpose here is to make possible the broadening of the general education of the student in the best manner possible in terms of his special abilities and aptitudes.

No substitutions may be made for General Literature and English Expression, Contemporary Civilization, Natural Science in Modern Life, or Meanings and Appreciations in the Fine Arts.

The optional subjects are as follows:

- a. Foreign Language, 12 units.

Two classes of students should choose foreign language.

a) Students who took a good deal of foreign language in the secondary school and who have a reading or speaking knowledge of the language may desire to continue the study of the language in question in college in order to do additional reading of the language in the original to come into contact with the culture of the people as expressed in their literature in the original language. Students who have a genuine literary interest in some language and are able to attain a real mastery of that language to the extent of a competent reading or speaking knowledge are included in this category. b) Some students who have pursued no foreign language in high school may desire to do a year of language study in a beginning course in foreign language for general cultural purposes.

Students who pursued foreign language in the secondary school do not, of course, take the beginning courses in the teachers college, but they start at the appropriate point in their college work and carry in the college advanced reading courses in the literature of the language which do not duplicate any work which was taken in high school. Placement tests are given in foreign language in order that students may take courses appropriate to their ability. A student who can pass the appropriate placement test, may take in the freshman year of the teachers college the most advanced courses in any foreign language given in the institution, regardless of how much work in foreign language he may have had in the secondary school. If he has had no foreign language in high school but by independent study or otherwise has acquired the requisite ability in any language, he may take advanced courses in the teachers college which correspond to his ability in the language which he desires to take.

b. Mathematics, 12 units.

There are probably students who have aptitudes along mathematical lines and who may profitably carry on further study of mathematics in college, even though they do not desire to select mathematics as a teaching subject. There are certain aspects of mathematics which have considerable value in interpreting the life of the world in which students live and work. These aspects of mathematics may well be studied by those students who have special inclinations and interests in this direction.

This course normally consists of a year's work in general mathematics. The course offered for this purpose aims at a study of mathematics as a further basis for quantitative thinking and emphasizes those aspects of the subject which lead to a better understanding and interpretation of the world and of the activities of people. It is a year course and may not be taken by quarters. It deals with algebra, advanced geometry, trigonometry, analytic geometry and calculus.

C. PROFESSIONAL SCHOLARSHIP

GROUP VII. SUBJECT MATTER OF THE STUDENT'S TEACHING FIELDS, 96 units.

This requirement is intended to furnish students with a background for teaching in some unit of the public school system and includes a

study of the appropriate subject matter of some recognized field of teaching. The teaching subjects have been referred to as furnishing the background for the culture materials of pupil education.

An appropriate background of scholarship and a suitable grasp of the materials of instruction are essential for any teacher regardless of the kind of school in which he may teach. Great emphasis is placed upon a study of the special curriculum materials of the subject or subjects which the student is preparing to teach. The term, curriculum materials, is defined as the direct, explicit and actual culture materials of pupil education. This conception of subject matter interprets it as the experiential material or the assimilative experience of pupil growth, development and learning. Subject matter is not conceived as a body of knowledge to be learned. It consists, rather, of all the experiences in which the pupil engages and which contribute to his development. This conception of subject matter, properly interpreted, gives it a large place in the curriculum for teacher preparation.

Naturally the requirements in subject matter vary in nature considerably in the several curricula, depending upon the work for which the teacher is to be prepared. A primary teacher, for example, needs a rather broad background in subject matter embracing a considerable number of subjects, while a high school teacher needs a more intensive preparation in two or three or perhaps four subjects. A teacher of shop work who teaches that subject only in both junior and senior high schools and perhaps in the upper elementary grades also, needs a wide range of shop courses to give him the necessary technical background for his teaching. The same idea applies to a teacher of physical education or home economics or music or art. In the several curricula the sequences of courses in subject matter which prospective teachers are required to study are related very carefully to the known needs of teachers entering the different fields of teaching.

Students under preparation to be high school teachers are required to select a) a first teaching field; and b) a second teaching field. In most cases some preparation in a third field is desirable and even some study in a fourth subject is helpful, under the present instructional organization of secondary schools. In each teaching field the student must choose a coherent, planned sequence of courses designed especially to prepare him to teach in that field. He may prepare to teach in a part of the field if that seems advisable, but in any case, whatever the extent to which he desires to prepare himself to teach in any field, he must follow a sequence of courses laid out for that purpose. When his field has been elected, no further choice is permitted but a sequence of courses within that field is prescribed. Free electives have little place in his program.

Students in any of the curricula in agriculture, art, commerce, health and sports, home economics, industrial arts, music and speech ordinarily take a sequence of courses in the subject in question of such extent that they are able to do considerable study in one or more subjects outside of their special field. They may utilize the courses required in Contemporary Civilization, Natural Science, and English, amounting in all to

36 units, with additional work in one or more of these fields, to secure sufficient preparation to teach a second and, in some cases, a third subject.

Students who are preparing to be high school teachers should not specialize too intensively in one subject to the exclusion of other subjects. The inappropriateness of intensive specialization in one subject rather than in a teaching field, as a basis for the subject matter preparation of a high school teacher, is impressed upon students.

There are seventeen teaching fields, one of which must be chosen as the first teaching field in which the student will take a prescribed sequence of work. The teaching fields in the elementary school are non-departmentalized. In preparation for teaching general or special subjects in the junior or senior high school students must choose a departmental sequence. Except in preparation for teaching in the elementary school some work in a second and often in a third field, as described elsewhere, is chosen.

The subject matter fields are as follows:

- I. Rural School Subjects (Non-departmentalized)
- II. Kindergarten-Primary Subjects (Non-departmentalized)
- III. Intermediate Grade Subjects (Non-departmentalized)
- IV. Grammar Grade Subjects (Non-departmentalized)
- V. English (literature and English expression)
- VI. Foreign Language (Latin, German, French)
- VII. Mathematics
- VIII. Natural Science (biology, physics, chemistry, general science, geography)
- IX. Social Science (history, economics, sociology, political science, geography)
- X. Agriculture
- XI. Art
- XII. Commerce
- XIII. Health and Physical Education
- XIV. Home Economics
- XV. Industrial Arts
- XVI. Music
- XVII. Speech

D. STUDENT LIFE AND ORIENTATION

GROUP VIII. STUDENT LIFE, RECREATION AND HEALTH AND ORIENTATION, 12 units.

The work in this field consists of a 2-unit course, with four or five unprepared, or three unprepared and one prepared, periods a week, continuing throughout the freshman and sophomore years. Four kinds of work are included in this group:

1. All freshmen and sophomores are required to participate in recreational activities and receive health instruction. Two hours a week of recreational activity throughout both the freshman and the sophomore years are required and students may participate in a wide range of games and sports and other recreational activities, to some degree choosing the kind of work in which they will participate. At least

one hour a week is devoted to health instruction throughout the two years. In the sophomore year one hour a week is devoted to hygiene and health. It is believed that it is better for the student to come into contact with health instruction through a somewhat extended period of time, in which he attempts to build sound health for himself rather than to take a short course extending over a few months. This work is comprehended under the title, Recreation and Health.

The courses in recreational activities, games and sports and health are outlined as follows:

- a. **Recreational Activities** (Two hours a week throughout the freshman year).
- b. **Games and Sports** (Two hours a week throughout the sophomore year).
- c. **Social and Personal Hygiene and Health**, (One hour a week throughout the freshman year and one hour a week during the sophomore year).

2. During the first quarter of the freshman year all students in the freshman class are required to participate in a group of activities and receive instruction, the purpose of which is orientation in college life. Part of this work occurs during "Freshman Days" and the rest of it is carried through the first quarter, one hour a week.

This work is comprehended under the topic, College Life and Its Opportunities, Customs and Requirements. The following titles represent the kinds of activities and the fields in which this instruction is given:

- a. **College Opportunities, Requirements and Customs**
- b. **Technique of Effective Study**
- c. **Function and Use of the College Library**
- d. **Conventions and Customs of Contemporary Social Life**
- e. **Mental Hygiene and Social Adjustment**

3. It is deemed essential that near the beginning of their period of preparation all students shall have an overview of the educational system and may have an opportunity, based upon sound information as well as a tryout, to make a final selection of the teaching field which they will follow.

Previous to entrance and during freshman days each student has such guidance and advice as is possible and makes a tentative selection of a teaching field for which to prepare. Every freshman in all four-year curricula takes as a part of the requirements of the General Curriculum one general year course in the field which he has tentatively chosen for his first teaching field. By the end of the year he has had an opportunity to determine whether he will continue in that field. He has had time, during the freshman year, to learn its possibilities and to try himself out for a year in it. It is possible to make a decision at the end of the freshman year, either to continue preparation for that teaching field or to select some other field. Ordinarily the introductory year's work

which has been taken can be applied in some other curriculum as an elective so that the student suffers no loss of time.

The study of this subject is conducted under the general title, The School System and Teaching. The two courses which each student is required to take follow:

- a. **The School System and Its Organization and Opportunities** (One hour a week throughout the second quarter of the freshman year).
- b. **Survey of Teaching and Final Selection of Teaching Field** (One hour a week throughout the third quarter of the freshman year).
4. Each student is urged to participate in some allied activity each year to the extent of at least one hour each week and all students are encouraged to become competent in at least one activity. The available activities are: athletics; dramatics; debating; public speaking; music; journalism, including membership on the staff of the college newspaper or the college annual.

GROUP IX. FREE ELECTIVES

The requirements of one of the regular curricula in some division must be met. In some cases there will be a limited number of free electives. These electives must be chosen in consultation with the student's director. They may be selected for any one of several purposes, namely: to give a limited familiarity with one or more other fields in which the student is interested; to follow any subject further than is required by the curriculum which the student is pursuing; to remedy deficiencies or omissions in the student's early education. In any case the choice must represent some definite plan.

GENERAL PROVISIONS RELATING TO THE CURRICULUM

The requirements of time and number of courses taken are wholly secondary as conceived in this outline of the General Curriculum. Graduation is not based upon the earning of a particular number of credits, but depends upon completion of a *prescribed program of work* intended to prepare the student for a definite objective, namely, a teaching position in the public schools of the state known to exist and having certain known requirements. Attainments expressed in terms of the abilities and qualities needed by the teacher are the basis for graduation and not the amount of time spent and the number of credits earned.

The tests by which it is determined whether or not the student is qualified for graduation are definite and demonstrable. Attainment in the form of a comprehensive grasp of the subjects prescribed, ability to use appropriate materials of instruction in effective teaching, ability effectively to organize pupil life and a high degree of competency in carrying on successfully the types of work for which a given curriculum is intended to prepare must be thoroughly demonstrated before graduation.

The time usually required to secure a diploma is two years and the period normally needed to earn a degree four years, but the time may be longer or shorter depending upon the student.

Great flexibility is a feature of the requirements, for students are allowed to select, under guidance, the fields of teaching for which they will prepare themselves and a great many different combinations of

subjects are thus possible on account of the great variety of positions in the instructional organization of the public school system. After selection of the teaching objective is made election ceases.

The various divisional curricula are based upon the requirements of the General Curriculum. They represent the differentiated programs of work, each intended to prepare students for some specific field of service in teaching, to which reference has already been made.

Two-year differentiated programs are maintained for primary grade, intermediate grade, and rural school teachers. These curricula do not differ greatly but such modifications as appear are intended to adapt them to their specific objectives.

A single four-year curriculum is offered for elementary school teachers. Differentiation is brought about by grouping in separate classes, with differentiated content, students preparing to be primary teachers and those preparing to be intermediate grade teachers, thus making possible the differentiation of subject matter for the several groups.

Students who are preparing to teach in rural schools and who want to take more than two years of preparation are allowed to finish the four-year curriculum for elementary school teachers and to make necessary substitutions of courses designed to prepare them for the special type of schools in which they will teach. It is believed that teaching in elementary rural schools is not different from teaching in other elementary schools, to a sufficient degree to justify an entirely separate and distinct curriculum to prepare teachers for that work. A four-year curriculum for rural school teachers with the necessary modifications, but following closely its four-year curriculum for elementary school teachers, is presented merely to show the nature of the changes which are made.

Thus, even though only one four-year curriculum for elementary school teachers is offered, differentiation toward teaching in different units or schools in the elementary school field is provided to equally as great a degree as in the two-year curricula.

A two-year curriculum for grammar grade teachers is maintained. A special four-year curriculum is also offered for grammar grade and junior high school teachers. The latter prepares for departmental teaching in upper grades and junior high schools, as well as for junior high school principalships.

PROVISIONS CONCERNING ELECTIVES

In the curricula which follow on succeeding pages, the "core" of all four-year curricula is the same. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group which, after being chosen, must be followed. Every student must take in some one elective group a minimum of 48 units and the choice of these units determines the curriculum in which the student is to be registered. For example, if the 48 units are in agriculture, the student is automatically registered in the division of agricultural education. If, on the other hand, he chooses his 48 units in art, he is then registered in the division of art education. This principle holds throughout all of the curricula.

PLAN OF NUMBERING COURSES

The numbering of the courses on the following pages follows a consistent plan as explained at an earlier point in this catalog. Whenever any course is given two numbers, that course occurs in two different years. Some courses which are normally freshman courses are also given sophomore numbers for convenience in arranging curricula with a consistent plan of numbering. This is merely an administrative detail. Under the plan freshman courses to a limited extent may be taken in sophomore, junior and senior years. On the other hand no courses numbered 201 or above may ever be taken by freshmen and sophomores. Such courses are open only to juniors and seniors. They ordinarily involve prerequisite courses in the freshman and sophomore years. In all cases introductory comprehensive courses of the freshman year are prerequisite to the comprehensive courses of the sophomore year. In some cases a single freshman course is prerequisite to a single course in the sophomore year. In other cases it is prerequisite to two sophomore courses either one or both of which may be taken after the freshman course has been completed.

In most cases all courses open to juniors and seniors require two years of prerequisite work in the same field in the freshman and sophomore years. There are a few cases in which this requirement does not hold.

FINAL SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance. During Freshman Days they receive advice and are given guidance by their directors and other members of the faculty. Since the freshman work in all four-year curricula is identical for all students with the exception of one year sequence, a student may change his curriculum or his first teaching field at the end of the freshman year without loss of time. The single year's work taken in the first teaching subject in the freshman year may constitute a free elective. By careful planning students who change from one curriculum to another at the end of the freshman year are able to complete the requirements of any four-year curriculum in the remaining three years.

Since the time is so brief in the case of two-year curricula, it is impossible to change from one curriculum to another after the first quarter of the freshman year without loss of time.

CERTIFICATION IN RELATION TO OBJECTIVES OF CURRICULA

At the end of the freshman year in each curriculum a statement of the provisions of the Illinois certification law as applied to that curriculum is made. In some cases the certification requirements are broader than the objective of the curriculum. While teachers are legally qualified to teach in such broader fields, they are professionally qualified only in the fields for which the curriculum taken is designed to prepare them. Thus, for example, a teacher who is a graduate of the two-year curriculum for upper grade teachers is legally qualified under existing statutes to teach in all of the elementary grades. His preparation has qualified him professionally to teach only in the seventh and eighth grades. It is recommended to prospective employers that they engage for given positions graduates who have made specific preparation for such positions.

OUTLINES OF THE CURRICULA

DIVISION OF RURAL EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to Diploma and State Limited Elementary Certificate

FRESHMAN YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE RURAL SCHOOL 1 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
INTRODUCTION TO ART QUALITY 1.....	2
ELEMENTARY SCHOOL MATHEMATICS 1.....	4
MUSIC APPRECIATION AND INTERPRETATION THROUGH SONG 2.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE RURAL SCHOOL 2 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
ELEMENTARY ART EXPRESSION 2.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
AMERICAN HISTORY AND EUROPEAN BACKGROUNDS 2.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE RURAL SCHOOL 3 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACH- ING)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2 (RURAL VIEWPOINT).....	4
GENERAL REGIONAL GEOGRAPHY 6.....,.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited elementary school certificate which legally qualifies them to teach in all grades of the elementary school above the kindergarten. Such students, by completing one additional year of work in this curriculum, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life elementary school certificate a) by successfully passing an examination in English, educational psychology, sociology and the principles and methods of teaching and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 101A (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
ELEMENTARY AGRICULTURE 101	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101 (RURAL VIEWPOINT) . .	4
RECREATION	1
	<hr/> 17

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 101B (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
SOCIAL AND ECONOMIC ORGANIZATION AND PROBLEMS 101 (WITH RURAL VIEWPOINT)	4
ENGLISH DISCOURSE STRUCTURE 103	4
HEALTH EDUCATION 101	4
RECREATION	1
	<hr/> 17

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE RURAL SCHOOL 102 (WITH DIRECTED OB- SERVATION AND ADVANCED PARTICIPATION)	12
RECREATION	1
	<hr/> 17

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes students teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

FOUR-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to the Degree of Ed. B. and State Limited Elementary
School Certificate

FRESHMAN YEAR

FIRST QUARTER

CLASS
HOURS

GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
INTRODUCTION TO ART QUALITY 1.....	2
MUSIC APPRECIATION THROUGH SONG 1.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
EXPLORATION IN ART PROCESSES 3.....	2
SONG SINGING AND MUSIC INTERPRETATION 3.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
EXPRESSION IN ART ELEMENTS 4.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited elementary school certificate and after four years of successful teaching experience, two of which must be in Illinois, may secure a state life elementary school certificate or a state limited supervisory certificate. The limited supervisory certificate may be exchanged for a life supervisory certificate upon the completion of four years of successful supervision and the completion of one year of work in a recognized higher institution of learning or a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching and school organization, administration and supervision and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

CLASS
HOURS

INTRODUCTION TO LEARNING AND TEACHING IN THE RURAL SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES 106A.....	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
GENERAL REGIONAL GEOGRAPHY 103.....	4
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION D.....	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE RURAL SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES 106B.....	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
PRINCIPLES OF HUMAN GEOGRAPHY 104.....	4
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION E.....	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE RURAL SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
ELEMENTARY SCHOOL MATHEMATICS 1.....	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
GEOGRAPHY OF INDUSTRY AND COMMERCE 105.....	4
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION E.....	2
	<hr/> 18

The work of the freshman year in this curriculum and a part of the work of the sophomore year is the same as that required of students in all other curricula. In the freshman year the two courses in art and music are teaching subjects. The other courses are primarily of the cultural background type. In the sophomore year the course dealing with social and industrial activities and that in geography belong to the teaching subjects. These courses for rural school teachers correspond to the subjects of the first and second teaching fields in other curricula. Their content is adapted to the needs of rural school teachers who will ordinarily teach all eight grades. Their content is also adapted somewhat in some cases to the rural environment and the rural viewpoint is stressed.

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE RURAL SCHOOL 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMI- NARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201A	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201A (RURAL VIEWPOINT)	4
CHILDREN'S LITERATURE 201A	4
	<hr/> 16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE RURAL SCHOOL 202 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMI- NARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201B	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201B (RURAL VIEWPOINT)	4
CHILDREN'S LITERATURE 201B	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 203 (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201C	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201C (RURAL VIEWPOINT)	4
CHILDREN'S LITERATURE 201C	4
	<hr/> 16

The junior year of this curriculum is devoted entirely to the teaching subjects and to education. The courses in children's literature, science, and American life and institutions correspond to the subjects of the first and second teaching fields in other curricula. They are the background courses for the work in curriculum materials, study of which begins in the senior year. At the end of the junior year students in this curriculum have taken 72 units in courses of the teaching subjects type. The content of these courses is adapted to the needs of rural school teachers and in certain cases emphasizes the rural viewpoint. The organization of the subject matter of the several courses is adapted especially to the needs of teachers who are required to teach all eight grades. The work in observation and preliminary teaching is done in rural schools.

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 204A (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED PARTICIPATION AND TEACHING).....	4
ENGLISH DISCOURSE STRUCTURE 204.....	4
SOCIAL AND ECONOMIC ORGANIZATION AND PROBLEMS 219 (RURAL VIEW- POINT)	4
MODERN RURAL, VILLAGE AND CONSOLIDATED SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 204B (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED PARTICIPATION AND TEACHING).....	4
ELEMENTARY AGRICULTURE 215.....	4
ENGLISH LITERATURE OF THE NINETEENTH CENTURY 204.....	4
SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 204C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE RURAL SCHOOL 208 (WITH DIRECTED OB- SERVATION AND ADVANCED PARTICIPATION).....	12
	<hr/> 16

At the beginning of the senior year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

DIVISION OF ELEMENTARY EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF KINDERGARTEN- PRIMARY GRADES

Leading to Diploma and State Limited Kindergarten-
Primary Certificate

FRESHMAN YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE KINDERGARTEN-PRIMARY GRADES 1 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A	4
INTRODUCTION TO ART QUALITY 1	2
AMERICAN LIFE AND INSTITUTIONS 3A	4
MUSIC APPRECIATION THROUGH SONG 1	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE KINDERGARTEN-PRIMARY GRADES 2 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1B	4
EXPLORATION IN ART PROCESSES 3	2
AMERICAN LIFE AND INSTITUTIONS 3B	4
SONG SINGING AND MUSIC INTERPRETATION 3	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE KINDERGARTEN-PRIMARY GRADES 3 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1C	4
GENERAL REGIONAL GEOGRAPHY 6	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C	2
	<hr/> 18

Students who complete this curriculum receive a state limited kindergarten-primary certificate which legally qualifies them to teach in the kindergarten and the first two grades of the elementary school. Such students, by completing one additional year of work in kindergarten-primary education, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life kindergarten-primary certificate a) by passing successfully an examination in English, educational psychology and the theory and practice of kindergarten-primary work and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER	UNIT VALUES
CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE KINDERGARTEN-PRIMARY GRADES 101A (WITH DIRECTED CLASS- ROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PAR- TICIPATION AND TEACHING).....	4
PRINCIPLES OF HUMAN GEOGRAPHY 104.....	4
CHILDREN'S LITERATURE 102.....	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101.....	4
RECREATION	1
	<hr/> 17

SECOND QUARTER	
CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE KINDERGARTEN-PRIMARY GRADES 101B (WITH DIRECTED CLASS- ROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PAR- TICIPATION AND TEACHING)	4
HEALTH EDUCATION 101.....	4
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 101.....	2
ELEMENTARY SCHOOL MATHEMATICS 102.....	4
EXPRESSION IN ART ELEMENTS 101.....	2
RECREATION	1
	<hr/> 17

THIRD QUARTER	
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE KINDERGARTEN-PRIMARY GRADES 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE KINDERGARTEN-PRIMARY GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	12
RECREATION	1
	<hr/> 17

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

TWO-YEAR CURRICULUM FOR TEACHERS OF INTERMEDIATE GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

FIRST QUARTER

UNIT VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE INTERMEDIATE GRADES	
1 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.	4
INTRODUCTION TO ART QUALITY 1.	2
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2.	4
MUSIC APPRECIATION AND INTERPRETATION THROUGH SONG 2.	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.	2
	18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE INTERMEDIATE GRADES 2	
(WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.	4
GENERAL REGIONAL GEOGRAPHY 6.	4
AMERICAN LIFE AND INSTITUTIONS 3A.	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.	2
	18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE INTERMEDIATE GRADES 3 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)		4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.		4
ELEMENTARY ART EXPRESSION 2.		2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.		2
AMERICAN LIFE AND INSTITUTIONS 3B.		4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.		2
		18

Students who complete this curriculum receive a state limited elementary school certificate which legally qualifies them to teach in all grades of the elementary school above the kindergarten. Such students, by completing one additional year of work in this curriculum, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life elementary school certificate a) by successfully passing an examination in English, educational psychology, sociology and the principles and methods of teaching and b) preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE INTERMEDIATE GRADES 101A (WITH DIRECTED CLASSROOM OB- SERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
PRINCIPLES OF HUMAN GEOGRAPHY 104.....	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101.....	4
RECREATION	1
	<hr/> 17

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE INTERMEDIATE GRADES 101B (WITH DIRECTED CLASSROOM OB- SERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
ELEMENTARY SCHOOL MATHEMATICS 102.....	4
ENGLISH DISCOURSE STRUCTURE 103.....	4
HEALTH EDUCATION 101.....	4
RECREATION	1
	<hr/> 17

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE INTERMEDIATE GRADES 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE INTERMEDIATE GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	12
RECREATION	1
	<hr/> 17

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

FOUR-YEAR CURRICULUM FOR KINDERGARTEN-PRIMARY AND INTERMEDIATE GRADE TEACHERS

Leading to the Degree of Ed. B. and State Limited Elementary
School Certificate

FRESHMAN YEAR

FIRST QUARTER

	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
INTRODUCTION TO ART QUALITY 1.....	2
MUSIC APPRECIATION THROUGH SONG 1.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
EXPLORATION IN ART PROCESSES 3.....	2
SONG SINGING AND MUSIC INTERPRETATION 3.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
EXPRESSION IN ART ELEMENTS 4.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited elementary school certificate and, after four years of successful teaching experience, two of which must be in Illinois, they may secure a state life elementary school certificate or a state limited supervisory certificate. Students who specialize in kindergarten-primary work may also receive a state life kindergarten-primary certificate. The limited supervisory certificate may be exchanged for a life supervisory certificate upon the completion of four years of successful supervision and the completion of one year of work in a recognized higher institution of learning or a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching and school organization, administration and supervision and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES 106A.....	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
GENERAL REGIONAL GEOGRAPHY 103.....	4
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION D.....	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES 106B.....	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
PRINCIPLES OF HUMAN GEOGRAPHY 104.....	4
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION E.....	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASS- ROOM PARTICIPATION)	4
ELEMENTARY SCHOOL MATHEMATICS 102.....	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
GEOGRAPHY OF INDUSTRY AND COMMERCE 105.....	4
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION F.....	2
	<hr/> 18

The work of the freshman year in this curriculum and a part of the work of the sophomore year is the same as that required of students in all other curricula. In the freshman year the two courses in art and music are teaching subjects. The other courses are primarily of the cultural background type. In the sophomore year the course dealing with social and industrial activities and that in geography belong to the teaching subjects. These courses for elementary school teachers correspond to the subjects of the first and second teaching fields in other curricula. Since students in this curriculum who are planning to be kindergarten primary teachers and those who are preparing to be intermediate grade teachers are taught in separate classes, the content of the different courses is adapted to the respective needs of these two groups of students.

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201A.....	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201A.....	4
CHILDREN'S LITERATURE 201A.....	4
	<hr/> 16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 202 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201B.....	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201B.....	4
CHILDREN'S LITERATURE 201B.....	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING, TESTING AND CLASSROOM ORGANIZATION IN THE ELEMENTARY SCHOOL 203 (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED TEACHING).....	4
AMERICAN LIFE AND INSTITUTIONS 201C.....	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201C.....	4
CHILDREN'S LITERATURE 201C.....	4
	<hr/> 16

The junior year of this curriculum is devoted entirely to the teaching subjects and to education. The courses in children's literature, science, and American life and institutions correspond to the subjects of the first and second teaching fields in other curricula. They are the background courses for the work in curriculum materials, study of which begins in the senior year. At the end of the junior year students in this curriculum have taken 72 units in courses of the teaching subjects type. The content of these courses is adapted to the needs of elementary school teachers and emphasizes the elementary school viewpoint. There is a differentiation in the content of the courses for the students who are planning to be kindergarten-primary teachers and those who are preparing to be intermediate grade teachers.

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 204A (WITH DIRECTED CLASSROOM OBSER- VATION AND ADVANCED PARTICIPATION AND TEACHING)	4
ENGLISH DISCOURSE STRUCTURE 205	4
INTERNATIONAL RELATIONS 213	4
MODERN ELEMENTARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 204B (WITH DIRECTED CLASSROOM OBSER- VATION AND ADVANCED PARTICIPATION AND TEACHING)	4
MENTAL TESTS AND THE MEASUREMENT OF SPECIAL ABILITIES 206	4
ENGLISH LITERATURE OF THE NINETEENTH CENTURY 204	4
SOCIAL PHILOSOPHY OF EDUCATION 207	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION, AND TECHNIQUE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 204C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING 208 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	12
	<hr/> 16

At the beginning of the senior year the students taking this curriculum are divided into three sections known as Section A, Section B, and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

TWO-YEAR CURRICULUM FOR TEACHERS OF UPPER GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE UPPER GRADES 1 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2.....	4
GENERAL REGIONAL GEOGRAPHY 6.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE UPPER GRADES 2 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
INTRODUCTION TO ART QUALITY 1.....	2
MUSIC APPRECIATION AND INTERPRETATION THROUGH SONG 2.....	2
AMERICAN HISTORY AND WORLD BACKGROUNDS 4.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE UPPER GRADES 3 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACH- ING)	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
ELEMENTARY ART EXPRESSION 2.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
PRINCIPLES OF HUMAN GEOGRAPHY 7.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited elementary school certificate which legally qualifies them to teach in all grades of the elementary school above the kindergarten. Such students, by completing one additional year of work in this curriculum, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life elementary school certificate a) by passing successfully an examination in English, educational psychology, sociology and the principles and methods of teaching and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE UPPER GRADES 101A (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY OR ADVANCED TEACHING).....	4
ELEMENTARY MATHEMATICS 102.....	4
CHILDREN'S LITERATURE 102.....	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101.....	4
RECREATION	1
	<hr/> 17

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE UPPER GRADES 101B (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
AMERICAN HISTORY AND WORLD BACKGROUNDS 102.....	4
ENGLISH DISCOURSE STRUCTURE 103.....	4
HEALTH EDUCATION 101.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E.....	1
	<hr/> 17

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE UPPER GRADES 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE UPPER GRADES 102 (WITH DIRECTED OBSERVA- TION AND ADVANCED PARTICIPATION).....	12
RECREATION	1
	<hr/> 17

Students who complete the two-year curriculum for upper grade teachers will receive two years of credit in the Division of Secondary Education on the Four-Year Curriculum for Junior High School Teachers and may receive a degree in two additional years. They will also be able to adjust their credits on the Four-Year Curriculum for Secondary School Teachers and Principals in some cases without loss of credit and in others with loss of one and in extreme cases two quarters, depending upon the program of work chosen by the individual student. The Four-Year Curriculum for Junior High School Teachers leads to a State Limited High School Certificate which permits the holder to teach in any secondary school in the state, provided he has met the requirements in the subjects which he plans to teach.

DIVISION OF SECONDARY EDUCATION

FOUR-YEAR CURRICULUM FOR JUNIOR HIGH SCHOOL TEACHERS

Leading to the Degree of Ed. B. and State Limited High School Certificate

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
ELECTIVE	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
ELECTIVE	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
ELECTIVE	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive a state limited elementary certificate which legally qualifies them to teach in all grades of the elementary school and also a state limited high school certificate. Such students may secure a state life elementary school certificate or a state life high school certificate after four years of successful teaching experience, two of which are in Illinois, a) by successfully passing an examination in English, educational psychology, sociology and principles and methods of teaching and b) by preparing a thesis. A state life elementary school certificate or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE JUNIOR HIGH SCHOOL	
101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D.....	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE JUNIOR HIGH SCHOOL	
102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E.....	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN JUNIOR HIGH SCHOOL	
103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION F.....	2
	<hr/> 18

Freshmen and sophomores in this curriculum are required to select their electives from a group of courses indicated on a later page. They tentatively choose a first teaching subject in the freshman year and take the introductory course in that subject. If the choice of a first teaching field proves to be final at the end of the year, they continue in the sophomore year with the second course in the sequence. The programs of courses printed at a later point show what these courses are. Students in this curriculum study more subjects than in the four-year curriculum for senior high school teachers and study each one a little less intensively. Ordinarily, sophomores begin the second teaching subject, which must be in one of the regular fields prescribed for this curriculum. At least one year of work in each of the four fields and a year's work in art and in drawing are desirable.

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
ELECTIVES	12
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRE- LIMINARY TEACHING)	4
ELECTIVES	12
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTIVES	12
	<hr/>
	16

The content of these courses is adapted to the needs of the junior high school. These courses furnish the background for the work in curriculum materials, study of which begins in the third quarter of the junior year. Junior high school teachers need a broad background in several subjects with a little less intensive study of each than is required for the senior high school teachers. The courses in the teaching subjects are correlated closely with education courses and the viewpoint of the teacher is emphasized. The background in psychology secured in the courses offered in the sophomore year carries forward into the education courses of the junior year and at this point subject matter and education come into a greater degree of unity. The study of subject matter in the junior year culminates in the work in curriculum materials in the third quarter in which a beginning is made in organizing teaching materials for actual use with junior high school pupils. Students at this point organize out of their previous background study the materials which they will use during the senior year in teaching junior high school classes.

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ELECTIVES	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION).....	4
ELECTIVES	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN JUNIOR HIGH SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)...	4
ELECTIVES	8
	<hr/> 16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

CURRICULUM FOR JUNIOR HIGH SCHOOL TEACHERS

Each student in the four-year curriculum for junior high school teachers and principals selects two elective teaching fields for specialization, chosen from the following:

- | | |
|-------------------|--------------------|
| a. English | c. Natural Science |
| b. Social Science | d. Mathematics |

This requirement is designed to prepare students for departmental teaching in the upper grades and in junior high schools. An approved sequence of courses suitable for this purpose is taken. All of the courses which the student takes are intended to furnish the basis for selecting and arranging suitable content for the materials of instruction in the junior high school. Each student takes a minimum of 36 units in each of the two teaching fields chosen for specialization and he should also take 24 units in one additional field. It is very desirable that students in this curriculum should take a year of music and a year of art.

Each student includes in his program at least two of the following courses which must be the courses which correspond to the two main teaching fields chosen for specialization:

- a. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in English in the junior high school, 4 units
- b. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Social Science in the junior high school, 4 units
- c. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Natural Science in the junior high school, 4 units
- d. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Mathematics in the junior high school, 4 units

In the two-year curriculum for upper grade teachers the student teaching requirement includes continuous all-day non-departmental teaching and participation for one quarter, in the upper grades, with the additional participation of different kinds, required in the other quarters. The student teaching in the two-year curriculum occurs in the second year, for the reason that a diploma is granted at the end of the sophomore year.

The two-year curriculum for upper grade teachers is intended primarily for students who desire to do non-departmental teaching in the upper grades and who wish to begin teaching at the end of two years of study. The four-year curriculum for junior high school teachers prepares students to teach in one or two special fields in junior high schools. Such students are, of course, especially well qualified to teach departmental work in the upper grades in school systems which do not have the junior high school organization. All teachers who intend to teach either in the upper grades or in the junior high school are urged to complete a four-year curriculum before accepting a position to teach.

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS AND PRINCIPALS

Leading to the Degree of Ed. B. and State Limited Secondary
School Certificate

FRESHMAN YEAR

FIRST QUARTER

	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
ELECTIVE	4
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
ELECTIVE	4
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
ELECTIVE	4
	<hr/> 19

Students who complete this curriculum receive a state limited high school certificate. Such students may secure a state life high school certificate after four years of successful teaching experience, two of which are in Illinois, a) by successfully passing an examination in English, educational psychology, sociology and principles and methods of teaching and b) by preparing a thesis. A state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
RECREATION AND HEALTH	2
ELECTIVES	8
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
RECREATION AND HEALTH	2
ELECTIVES	8
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASS- ROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
RECREATION AND HEALTH	2
ELECTIVES	8
	<hr/> 18

Freshmen and sophomores in this curriculum are required to select their electives from a group of courses indicated on another page. They tentatively choose a first teaching subject in the freshman year and take the introductory course in that subject. If the choice of a first teaching field proves to be final at the end of the year, they continue in the sophomore year with the second course in the sequence. The programs of courses printed at a later point show what these courses are. Sophomores also begin the study of the second teaching subject. This may be in one of the regular fields in this curriculum or it may be in one of the special subjects. Sophomores who plan to take an extended program in their first teaching subject ordinarily take two comprehensive courses in their chosen field in the sophomore year.

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
ELECTIVES	12
	<hr/> 16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
ELECTIVES	12
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTIVES	12
	<hr/> 16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units.

The content of these courses is adapted to the needs of the senior high school. These courses furnish the background for the work in curriculum materials, study of which begins in the third quarter of the junior year. Senior high school teachers need a broad background in two or three subjects with a very intensive background in one subject which should be pursued throughout at least four years of study. The courses in the teaching subjects are correlated closely with education courses and the viewpoint of the teacher is emphasized. The background in psychology secured in the courses offered in the sophomore year carries forward into the education courses of the junior year and at this point subject matter and education come into a greater degree of unity. The study of subject matter in the junior year culminates in the work in curriculum materials in the third quarter in which a beginning is made in organizing teaching materials for actual use with senior high school pupils. Students at this point organize out of their previous background study the materials which they will use during the senior year in teaching senior high school classes.

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ELECTIVES	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION).....	4
ELECTIVES	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	4
ELECTIVES	8
	<hr/> 16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

CURRICULUM FOR SENIOR HIGH SCHOOL TEACHERS

Students in the curriculum for senior high school teachers must select their electives in the four-year curriculum for high school teachers and principals in accordance with a definite plan. The term "electives" means merely that students may select the field of their first teaching subject and that of their second teaching subject. When this choice has been made, no further election is possible. It is the purpose here to state the conditions under which the first and the second teaching fields must be chosen and to indicate the extent of those fields.

REQUIRED STUDIES OF THE FRESHMAN AND SOPHOMORE YEARS

In the freshman year students devote the most of their time to the subjects prescribed in the General Curriculum for all teachers. In the freshman year, however, each student begins the study of his teaching subjects by taking one year course and in the sophomore year he continues his teaching subjects in two courses. Ordinarily, each student begins the study of his first teaching field in the freshman year and his second teaching field in the sophomore year, continuing in that same year the study of his first teaching field. Freshman programs should always include General Literature and English Expression; Contemporary Civilization; Natural Science in Modern Life; Student Life, Recreation and Health, and Orientation, as well as the introductory course in the first teaching subject.

The following is the actual program taken by all students in the freshman year, which consists of 51 units in addition to student life, to which four hours a week are devoted with no outside preparation:

1. General Literature and English Expression, 12 units
2. Contemporary Civilization, 12 units
3. Natural Science in Modern Life, 12 units
4. Student Life, Recreation and Health, and Orientation, 4 units
5. Meanings and Appreciations in the Fine Arts, 3 units
6. Elective (First teaching subject), 12 units

Each sophomore program includes 48 units in addition to student life, consists of the following courses and involves choice of the second teaching subject:

1. a. Introduction to Learning and Teaching, 4 units
b. Psychology of Learning and Teaching, 4 units
c. General Theory and Principles of Teaching, 4 units
2. History of Civilization and Culture, 12 units
3. Student Life, Recreation and Health, and Orientation, 3 units
4. Elective (First teaching subject, continued) 12 units
5. Elective (Second teaching subject, begun) 12 units

FIRST AND SECOND TEACHING SUBJECTS

Each student must select a first teaching field and a second teaching field, and in each take a sequence of courses which prepares him to teach

in that field. The particular courses are prescribed. The courses which he is required to take represent the minimum. The director of the division is at liberty to prescribe additional courses provided the original required sequence does not result in the learnings and the mastery of the field contemplated by the courses taken.

In the division of secondary education, there are five teaching fields as follows:

1. English (literature and English expression)
2. Foreign Language (French, German, Latin)
3. Mathematics
4. Natural Science (biology, physics, chemistry, general science, geography)
5. Social Science (economics, geography, history, political science, sociology)

Electives in the freshman and sophomore years consist of elective groups in which the courses are prescribed. After choosing the elective group no other election is possible. Freshmen in this curriculum must elect one of the following year sequences:

1. Geography (General Regional Geography, Principles of Human Geography, and Geography of Industry and Commerce), 12 units
2. General Earth Science, 12 units
3. General Mathematics, 12 units
4. Foreign Language (French, German or Latin), 12 units

Students who choose natural science for their first teaching subject take General Biological Science in place of Natural Science in Modern Life and in some cases they also take General Earth Science.

Students who plan to emphasize biological science should take General Earth Science in the freshman year while those who plan to devote special attention to physical science should take General Mathematics in the freshman year.

Freshmen who take English or social science as their first teaching subject take Geography (General Regional Geography, Principles of Human Geography, and Geography of Industry and Commerce), or General Mathematics, or French or German or Latin for their elective.

Students who plan to take English as their first teaching subject should begin their second teaching subject in the freshman year parallel with the beginning course in English. Those who choose social science as a first teaching subject should take geography in the freshman year together with the first year course in social science in case they plan to take the complete program in social science. Otherwise they should begin their second teaching subject in the freshman year.

In the sophomore year students must take a second year's work in the field elected in the freshman year. For this purpose they take one of the following year sequences:

1. World Literature, 12 units
2. General Earth Science, 12 units (If General Regional Geography, Principles of Human Geography and Geography of Industry and Commerce were taken in the freshman year)

3. Mathematical Analysis, 12 units
4. General Physical Science, 12 units
5. Foreign Language (The language begun in the freshman year), 12 units

Students who are permitted to study one field intensively, in a few cases take a second comprehensive course in the sophomore year. In most cases, however, in this curriculum one introductory comprehensive course is taken in the freshman year and one comprehensive course in the sophomore year. Below are listed the second courses available in the sophomore year which may be taken parallel with another similar comprehensive course. Usually the two courses, growing out of the first course in the subject in the freshman year, introduce two different phases of the subject in the sophomore year. These are the courses:

1. Plants and Their Evolution and Development, 12 units
2. Animals and Their Evolution and Development, 12 units
3. Political Science (Public Finance and Taxation; Municipal Organization and Problems; and American and Foreign Government and Politics and the Principles of Government) 12 units
4. Economics (Modern Economic Society, Economic Institutions and Organization, Advanced Theory and Principles of Economics) 12 units

In the sophomore year students ordinarily begin the study of the second teaching subject, which may be one of the beginning courses offered in the freshman year, not already taken, or one of the following courses:

1. General Agriculture, 12 units
2. Art (Art Quality and Appreciation; Color, Design and Drawing; Industrial and Craft Processes), 12 units
3. Business Organization and Experience, 12 units
4. Elementary Developmental Activities and Health, 12 units
5. General Home Economics, 12 units
6. General Shop Work, 12 units
7. Introduction to Music, 12 units
8. Introduction to Speech, 12 units

It is possible to select one of the special subjects as the second teaching subject and, in this curriculum, to take not more than 36 units in that subject. Ordinarily students must take the introductory comprehensive courses in the subject chosen.

The first teaching field must be chosen from one of the foregoing subjects but the second teaching field may be in any one of the following subjects:

- | | |
|----------------------------------|--------------------|
| 1. Agriculture | 5. Home Economics |
| 2. Art | 6. Industrial Arts |
| 3. Commerce | 7. Music |
| 4. Health and Physical Education | 8. Speech |

The choice of the second teaching subject and the courses to be taken in that field must be approved by the director of the division.

Each student must complete a minimum amount of work in his first teaching field and in his second teaching field. These minimum requirements are as follows:

- a. In the first teaching field not less than 48 units.
- b. In the second teaching field not less than 36 units.

While the foregoing statement refers to the minimum requirements, it expresses in general what most students take. It is possible, however, for some students, under the guidance of the director of the division, to elect the entire 96 units, within a single teaching field. In other cases a student may take 48 units in both the first teaching field and the second teaching field. In a few cases it may be advisable to take 60 units in one teaching field and 36 units in another. The demands for teachers make it advisable for some students to take 48 units in one field and 24 units in each of two other teaching fields. Students are given careful guidance by their directors in terms of the teaching combinations found in the high schools of the state.

The studies of the General Curriculum are counted toward the required amount of work in the first teaching field and the second teaching field, so that a student who chooses English, natural science, or social science, is able to devote more than 96 units to his teaching subjects, thus making it possible to add a third teaching subject or to devote additional time to those already chosen. Most students are urged to secure some work in a third, and, if possible, a fourth, teaching subject.

COURSES IN THE TEACHING OF THE FIRST AND SECOND SUBJECTS

In addition to the courses required in the first and the second teaching field, each student must take, in each field, a course dealing with curriculum materials, classroom organization, and technique of teaching and testing. This course accompanies the twelve weeks of student teaching in each subject and the two require a half day of work daily in the training school throughout a quarter. Students usually teach two classes a day and devote considerable time to observation of other classes and to participation in the general administration of the high school in order to get a well-rounded experience in keeping with the usual responsibilities of the teacher.

Each student is required, therefore, to elect from the five courses listed below, each of which continues through a quarter, four periods a week, the two courses which correspond to his first and second teaching fields. Each of these courses is taught by the same person who has charge of the supervision of the student in his student teaching. The five courses follow:

- a. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in English (with Directed Observation), 4 units
- b. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Foreign Language (with Directed Observation), 4 units

- c. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in Mathematics (with Directed Observation) 4 units
- d. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in Natural Science (with Directed Observation), 4 units
- e. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in Social Science (with Directed Observation) 4 units

For students who take 96 units in a single field, the one of the foregoing courses corresponding to that field is continued through two quarters and the second quarter is devoted to advanced problems in the teaching of the subject.

These courses are also taught by the supervisor of student teaching under whom the student does his teaching. The courses are as follows:

- a. Advanced Problems in Teaching High School English, 4 units
- b. Advanced Problems in Teaching High School Foreign Language 4 units (A separate course for each language)
- c. Advanced Problems in Teaching High School Mathematics, 4 units
- d. Advanced Problems in Teaching High School Natural Science 4 units
- e. Advanced Problems in Teaching High School Social Science 4 units

STUDENT TEACHING REQUIREMENT

The student teaching requirement contemplates a minimum which every student ordinarily takes. More student teaching is required of all students who do not reach a specified standard by the end of the regular period of teaching. The minimum requirement is as follows:

- a. Twelve weeks of daily teaching in the first teaching subject.
- b. Twelve weeks of daily teaching in the second teaching subject.

DIVISION OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

FOUR-YEAR CURRICULUM FOR PRINCIPALS AND SUPERVISORS OF ELEMENTARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Elementary
School Certificate

FRESHMAN YEAR

FIRST QUARTER

	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
INTRODUCTION TO ART QUALITY 1.....	2
MUSIC APPRECIATION THROUGH SONG 1.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
EXPLORATION IN ART PROCESSES 3.....	2
SONG SINGING AND MUSIC INTERPRETATION 3.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
EXPRESSION IN ART ELEMENTS 4.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited elementary school certificate and after four years of successful teaching experience, two of which must be in Illinois, may secure a state life elementary school certificate or a state limited supervisory certificate. The limited supervisory certificate may be exchanged for a life supervisory certificate upon the completion of four years of successful supervision and the completion of one year of work in a recognized higher institution of learning or a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching and school organization, administration and supervision and b) by preparing a thesis.

SOPHOMORE YEAR

	FIRST QUARTER	UNIT VALUES
INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)		4
HISTORY OF CIVILIZATION AND CULTURE 107A.....		4
GENERAL REGIONAL GEOGRAPHY 103.....		4
SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES 106A.....		4
RECREATION AND HEALTH.....		2
		<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)		4
HISTORY OF CIVILIZATION AND CULTURE 107B.....		4
PRINCIPLES OF HUMAN GEOGRAPHY 104.....		4
SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES 106B.....		4
RECREATION AND HEALTH.....		2
		<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASS- ROOM PARTICIPATION)		4
HISTORY OF CIVILIZATION AND CULTURE 107C.....		4
GEOGRAPHY OF INDUSTRY AND COMMERCE 105.....		4
ELEMENTARY SCHOOL MATHEMATICS 102.....		4
RECREATION AND HEALTH.....		2
		<hr/> 18

The freshman and sophomore years of this curriculum are identical with the corresponding years of the four-year curriculum for elementary school teachers. Only students who make a satisfactory record in this curriculum are allowed to continue in it beyond the sophomore year. At the beginning of the junior year those who do not have a distinctly superior record are transferred to the four-year curriculum for elementary school teachers. The number admitted into the junior year is limited. Each student who desires to enter the junior year of this curriculum meets a committee of the faculty at the end of the sophomore year, for a conference concerning his plans. The committee consists of the director of the division, the director of the division of elementary education, the dean of the teachers college, the dean of the training schools, and the president. The requirements of an elementary supervisor are discussed in detail at this time with candidates and students are urged to appraise themselves in relation to the requirements of such positions.

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201A.....	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201A.....	4
CHILDREN'S LITERATURE 201A.....	4
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 202 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201B.....	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201B.....	4
CHILDREN'S LITERATURE 201B.....	4
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201C.....	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201C.....	4
CHILDREN'S LITERATURE 201C	4
	<hr/>
	16

At the end of the junior year in this curriculum students have had three years of preparation identical with that required in the four-year curriculum for elementary school teachers. Those who have been allowed to continue through the junior year presumably have been able to go ahead more rapidly in preliminary forms of participation so that by the end of the junior year they have done a good deal of responsible student teaching and have demonstrated superior ability as teachers. Their program is so planned during the junior year that they are given opportunities to participate in the work of the training school to an unusual degree. They are assigned as helpers to students who are having difficulty with preliminary teaching and they are judged by their ability to be self-directing in solving teaching-problems. They act as special assistants to supervising teachers and are given responsibility in such situations commensurate with their growing abilities.

SENIOR YEAR

FIRST QUARTER

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CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF
TEACHING AND TESTING IN THE ELEMENTARY SCHOOL 204A (WITH
DIRECTED OBSERVATION)
STUDENT TEACHING 208 (WITH DIRECTED OBSERVATION AND ADVANCED
PARTICIPATION)

SECOND QUARTER

MODERN ELEMENTARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION
205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)..
ENGLISH DISCOURSE STRUCTURE 204.....
ADVANCED THEORY OF INSTRUCTION 210.....
MENTAL TESTS AND THE MEASUREMENT OF SPECIAL ABILITIES 206 (WITH
PARTICIPATION IN TESTING AND MEASUREMENT PROGRAMS).....

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....
SUPERVISION AND IMPROVEMENT OF TEACHING IN THE ELEMENTARY SCHOOL
213 (WITH ADVANCED PARTICIPATION IN SUPERVISION).....
ADVANCED PROBLEMS IN ELEMENTARY EDUCATION 214.....
THE AMERICAN EDUCATIONAL SYSTEM AND ITS PROBLEMS 215.....

Students who, at the end of the first quarter of the senior year, are not given final admission to the curriculum, if their records are sufficiently satisfactory may transfer to the four-year curriculum for elementary school teachers without loss of credit. They may secure a degree in that curriculum at the end of the year and thus qualify for teaching.

Students who have had considerable experience in teaching are urged to continue their studies on the graduate level at some other institution to secure a higher degree before entering upon the work of supervision.

The senior year of this curriculum is devoted entirely to professional work including student teaching and the courses are organized for the purpose of giving preliminary preparation for supervision and administration.

FOUR-YEAR CURRICULUM FOR PRINCIPALS AND SUPERINTENDENTS OF SCHOOLS

Leading to the Degree of Ed. B. and State Limited Secondary
School Certificate

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
ELECTIVE	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
ELECTIVE	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 1C	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
ELECTIVE	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive either a state limited elementary certificate or a state limited high school certificate which legally qualifies them either to teach in the elementary school or in the secondary school. Such students may secure, after four years of successful experience in supervision, two of which must be in Illinois, a state life supervisory certificate a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching, and school organization, administration and supervision and b) by preparing a thesis. A state life elementary school certificate or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree.

SOPHOMORE YEAR

FIRST QUARTER	UNIT VALUES
INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
ELECTIVES	8
RECREATION AND HEALTH.....	2
	<hr/> 18

SECOND QUARTER	
PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
ELECTIVES	8
RECREATION AND HEALTH.....	2
	<hr/> 18

THIRD QUARTER	
GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
ELECTIVES	8
RECREATION AND HEALTH.....	2
	<hr/> 18

The freshman and sophomore years of this curriculum are identical with the corresponding years of curricula for elementary or secondary school teachers. Only students who make a satisfactory record in this curriculum are allowed to continue in it beyond the sophomore year. At the beginning of the junior year those who do not have a distinctly superior record are transferred to the corresponding year of a four-year curriculum for teachers. The number admitted into the junior year is limited. Each student who desires to enter the junior year of this curriculum meets a committee of the faculty at the end of the sophomore year, for a conference concerning his plans. The committee consists of the director of the division, the director of the division of previous registration, the dean of the teachers college, the dean of the training schools, and the president. The qualifications of a superintendent of schools are discussed in detail at this time with candidates and students are urged to appraise themselves in relation to the requirements of such positions.

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 201 (WITH DIRECTED CLASS-ROOM OBSERVATION AND PRELIMINARY TEACHING).....	4
ELECTIVES	12
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 202 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTIVES	12
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTIVES	12
	<hr/>
	16

At the end of the junior year in this curriculum students have had three years of preparation identical with that required in the four-year curriculum for elementary school teachers. Those who have been allowed to continue through the junior year presumably have been able to go ahead more rapidly in preliminary forms of participation so that by the end of the junior year they have done a good deal of responsible student teaching and have demonstrated superior ability as teachers. Their program is so planned during the junior year that they are given opportunities to participate in the work of the training school to an unusual degree. They are assigned as helpers to students who are having difficulty with preliminary teaching and they are judged by their ability to be self-directing in solving teaching-problems. They act as special assistants to supervising teachers and are given responsibility in such situations commensurate with their growing abilities.

At the end of the junior year, students may gain provisional admission to the senior year. Students who are not admitted to the senior year of this curriculum, if their records are sufficiently satisfactory may continue in the four-year curriculum for elementary school teachers or the four-year curriculum for secondary school teachers and receive a degree at the end of the senior year.

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
MODERN ELEMENTARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
STUDENT TEACHING 208 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	8
	<hr/> 16

SECOND QUARTER

ADVANCED THEORY OF INSTRUCTION 210	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
MENTAL TESTS AND THE MEASUREMENT OF SPECIAL ABILITIES 206 (WITH PARTICIPATION IN TESTING AND MEASUREMENT PROGRAMS)	4
GENERAL SCHOOL ADMINISTRATION 211 (WITH PARTICIPATION IN AD- MINISTRATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207	4
SUPERVISION AND IMPROVEMENT OF TEACHING IN THE ELEMENTARY SCHOOL 213 (WITH ADVANCED PARTICIPATION IN SUPERVISION)	4
ADVANCED PROBLEMS IN SCHOOL ADMINISTRATION 212 (WITH ADVANCED PARTICIPATION IN ADMINISTRATION)	4
THE AMERICAN EDUCATIONAL SYSTEM AND ITS PROBLEMS 215	4
	<hr/> 16

Students who, at the end of the first quarter of the senior year, are not given final admission to the curriculum, if their records are sufficiently satisfactory may transfer to the four-year curriculum for elementary school teachers without loss of credit. They may secure a degree in that curriculum at the end of the year and thus qualify for teaching.

Students who have had considerable experience in teaching are urged to continue their studies on the graduate level at some other institution to secure a higher degree before entering upon the work of supervision.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

DIVISION OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

The two curricula in this division offer opportunities for a few selected students to secure some preparation for supervisory and administrative positions. These curricula are designed to provide the preliminary preparation for this work. It is recognized that further preparation is necessary for the complete equipment of a supervisor or an administrator. Students who contemplate graduate work in these fields may well take one or the other of these curricula in their undergraduate preparation. Only those students who have demonstrated superiority in teaching and who give promise of supervisory and administrative ability are admitted to these curricula.

REQUIREMENTS FOR PRINCIPALS AND SUPERVISORS

The first three years of the four-year curriculum for principals and supervisors of elementary schools are identical with the corresponding years of the four-year curriculum for elementary school teachers. At the beginning of the fourth year a limited number of carefully selected students may tentatively enter upon a modified fourth year as outlined for the senior year of the four-year curriculum for principals and supervisors of elementary schools. Students are admitted provisionally to the senior year of this curriculum and devote the first quarter to student teaching. If sufficient superiority is demonstrated in this teaching, final admission to the curriculum may be granted at the end of the first quarter, whereupon the student may continue in the next two quarters with a preliminary study of supervision and take some work in administration.

REQUIREMENTS FOR PRINCIPALS AND SUPERINTENDENTS

The four-year curriculum for principals and superintendents of schools follows the same general plan as that explained for the four-year curriculum for principals and supervisors of elementary schools. In the first three years students may take their subject matter courses either from the four-year curriculum for elementary school teachers or follow the four-year curriculum for secondary school teachers. In the latter case they must select a first subject and a second subject, taking 48 units in the first subject and 24 units in the second subject.

The term "Electives" in this curriculum means only that the student may choose the fields in which he will take his first and second teaching subjects, and the third subject, if one is chosen.

In this curriculum students who desire to take preliminary courses in supervision and administration are chosen in the same manner as in the four-year curriculum for principals and supervisors of elementary schools.

In general, in both of these curricula, only students of considerable maturity and some experience are considered for this preparation. Students who have previously graduated from a two-year curriculum and have had five or ten years of experience in which they have risen to principalships are preferred candidates for admission to both of these curricula.

DIVISION OF AGRICULTURAL EDUCATION
FOUR-YEAR CURRICULUM FOR TEACHERS OF AGRICULTURE
IN SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate
in Agriculture

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
GENERAL AGRICULTURE 1A.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION. A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
GENERAL AGRICULTURE 1B.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
GENERAL AGRICULTURE 1C.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive a state limited special certificate in agriculture and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in agriculture and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in agriculture or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in agriculture is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
TYPES AND BREEDS OF FARM ANIMALS 102	4
GRAIN AND FORAGE CROPS 105	4
RECREATION AND HEALTH	2
	<hr/>
	18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PAR- TICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
FEEDS FOR FARM ANIMALS 103	4
SOIL PHYSICS 106	4
RECREATION AND HEALTH	2
	<hr/>
	18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASS- ROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
MANAGING AND MARKETING OF FARM ANIMALS 104	4
ORCHARD CROPS 107	4
RECREATION AND HEALTH	2
	<hr/>
	18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
FARM SHOP WORK 201.....	4
SWINE 204	4
HISTORY OF AGRICULTURE 207.....	4
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRE- LIMINARY TEACHING)	4
FARM MECHANICS AND FARM MACHINERY 202.....	4
DAIRYING 205	4
AGRICULTURAL ECONOMICS 208A.....	4
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING).....	4
AUTOMOBILE AND TRACTOR MECHANICS 203.....	4
POULTRY, 206	4
AGRICULTURAL ECONOMICS 208B.....	4
	<hr/>
	16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
JUDGING FARM ANIMALS 209.....	4
FARM MANAGEMENT 212.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
AGRICULTURAL ORGANIZATIONS 210.....	4
FARM ACCOUNTING 213.....	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	4
MARKETING OF AGRICULTURAL PRODUCTS 211.....	4
HOME AND FARMSTEAD PLANNING AND LANDSCAPING 214.....	4
	<hr/> 16

DIVISION OF ART EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS
OF ART IN ELEMENTARY AND SECONDARY SCHOOLSLeading to the Degree of Ed. B. and State Limited Special
Certificate in Art

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
APPRECIATION OF ART QUALITY 5.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
DESIGN, COLOR AND DRAWING 6.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
INDUSTRIAL AND CRAFT PROCESSES 7.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited special certificate in art and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in art and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in art or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in art is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION).....	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
ELEMENTARY COMPOSITION AND REPRESENTATION 102.....	4
ELEMENTARY DESIGN 105.....	4
RECREATION AND HEALTH.....	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION).....	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
FIGURE STUDY IN GRAPHIC AND PLASTIC MEDIA 103.....	4
DESIGN IN CRAFT MEDIA 106.....	4
RECREATION AND HEALTH.....	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION).....	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
LETTERING: ORIGINS, FORMS, ARRANGEMENT AND APPRECIATION 104....	4
WOODWORK AND WEAVING 107.....	4
RECREATION AND HEALTH.....	2
	<hr/> 18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM PARTICIPATION AND PRELIMINARY TEACHING)	4
ESTIMATES OF CONTEMPORARY ART 201.....	4
MODELING AND POTTERY 204.....	4
ADVERTISING ART 207.....	4
	<hr/> 16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
INQUIRIES INTO ART ORIGINS 202.....	4
METALCRAFTS 205	4
ART IN COSTUME 208.....	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
PAINTING TECHNIQUES 203.....	4
MECHANICAL DRAWING 206.....	4
ART IN HOME AND COMMUNITY 209.....	4
	<hr/> 16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR THE SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ADVANCED PAINTING 210.....	4
ILLUSTRATIVE ART MATERIALS 213.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ETCHING AND LITHOGRAPHY 211.....	4
ART IN DRAMATIC PRODUCTION 214.....	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
PRINTING APPRECIATION 212.....	4
CREATIVE ART EXPRESSION 215.....	4
	<hr/> 16

DIVISION OF COMMERCE EDUCATION
FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL
TEACHERS OF COMMERCE

Leading to the Degree of Ed. B. and State Limited Special
Certificate in Commerce

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
BUSINESS ORGANIZATION AND EXPERIENCE 1A.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
BUSINESS ORGANIZATION AND EXPERIENCE 1B.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
BUSINESS ORGANIZATION AND EXPERIENCE 1C.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive a state limited special certificate in commerce and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in commercial subjects and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in commerce or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in commerce is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
ELEMENTARY ACCOUNTING 101A	4
SHORTHAND AND TYPEWRITING 102A	4
RECREATION AND HEALTH	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PAR- TICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
ELEMENTARY ACCOUNTING 101B	4
SHORTHAND AND TYPEWRITING 102B	4
RECREATION AND HEALTH	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASS- ROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
ELEMENTARY ACCOUNTING 101C	4
SHORTHAND AND TYPEWRITING 102C	4
RECREATION AND HEALTH	2
	<hr/> 18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
ADVANCED ACCOUNTING 201A.....	4
ADVANCED SECRETARIAL WORK 202A.....	4
BUSINESS LAW 204A.....	4
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	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
ADVANCED ACCOUNTING 201B.....	4
ADVANCED SECRETARIAL WORK 202B.....	4
BUSINESS LAW 204B.....	4
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	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ADVANCED ACCOUNTING 201C.....	4
BUSINESS MATHEMATICS AND STATISTICS 203.....	4
ECONOMIC GEOGRAPHY 205.....	4
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	16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ECONOMIC FOUNDATIONS OF BUSINESS 206.....	4
SALESMANSHIP AND ADVERTISING 209.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
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	16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
BUSINESS ORGANIZATION AND MANAGEMENT 207.....	4
MERCHANDISING AND MARKETING 210.....	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
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	16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)..	4
FINANCIAL ORGANIZATION AND MANAGEMENT 208.....	4
FINANCIAL AND ECONOMIC HISTORY 211.....	4
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	16

DIVISION OF HEALTH AND PHYSICAL EDUCATION
FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS
OF HEALTH AND PHYSICAL EDUCATION IN ELEMENT-
ARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special
Certificate in Health and Sports

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
ELEMENTARY DEVELOPMENTAL ACTIVITIES AND HEALTH 3A.....	4
STUDENT LIFE AND ORIENTATION A.....	1
	<hr/> 18

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
ELEMENTARY DEVELOPMENTAL ACTIVITIES AND HEALTH 3B.....	4
STUDENT LIFE AND ORIENTATION B.....	1
	<hr/> 18

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
ELEMENTARY DEVELOPMENTAL ACTIVITIES AND HEALTH 3C.....	4
STUDENT LIFE AND ORIENTATION C.....	1
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Students who complete this curriculum receive a state limited special certificate in physical education and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in physical education and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in physical education or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in physical education is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION).....	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
ADVANCED DEVELOPMENTAL ACTIVITIES AND HEALTH 103A.....	4
ANATOMY AND PHYSIOLOGY 104A.....	4
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	16

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION).....	4
HISTORY AND CIVILIZATION AND CULTURE 107B.....	4
ADVANCED DEVELOPMENTAL ACTIVITIES AND HEALTH 103B.....	4
ANATOMY AND PHYSIOLOGY 104B.....	4
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	16

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION).....	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
ADVANCED DEVELOPMENTAL ACTIVITIES AND HEALTH 103C.....	4
ANATOMY AND PHYSIOLOGY 104C.....	4
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	16

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
PHYSIOLOGY OF EXERCISE 201.....	4
INTRA-MURAL SPORTS AND THEIR COACHING 204.....	4
ADVANCED RECREATIONAL ACTIVITIES 207A.....	4
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SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRE- LIMINARY TEACHING)	4
FOOD AND NUTRITION 202.....	4
INDIVIDUAL SPORTS AND THEIR COACHING 205.....	4
ADVANCED RECREATIONAL ACTIVITIES 207B.....	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ADVANCED HYGIENE AND THE PRINCIPLES OF HEALTH 203.....	4
COMMUNITY RECREATION AND PLAYGROUND SUPERVISION 206.....	4
ADVANCED RECREATIONAL ACTIVITIES 207C.....	4
	<hr/> 16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ORTHOPEDIC ACTIVITIES AND GYMNASICS 208A.....	4
OR	
SPORTS AND THEIR COACHING 209A.....	4
HEALTH SUPERVISION OF ELEMENTARY AND SECONDARY SCHOOL PUPILS 211	4
OR	
EXAMINATION, DIAGNOSIS AND TREATMENT OF ATHLETIC INJURIES AND PHYSICAL DEFECTS 214A.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ORTHOPEDIC ACTIVITIES AND GYMNASICS 208B.....	4
OR	
SPORTS AND THEIR COACHING 209B.....	4
FOLK, TAP AND NATURAL DANCING 212.....	4
OR	
EXAMINATION, DIAGNOSIS AND TREATMENT OF ATHLETIC INJURIES AND PHYSICAL DEFECTS 214B	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PAR- TICIPATION)	4
ORTHOPEDIC ACTIVITIES AND GYMNASICS 208C.....	4
OR	
SPORTS AND THEIR COACHING 209C.....	4
SELF-DEFENSE ACTIVITIES 213.....	4
OR	
EXAMINATION, DIAGNOSIS AND TREATMENT OF ATHLETIC INJURIES AND PHYSICAL DEFECTS 214C	4
	<hr/> 16

DIVISION OF HOME ECONOMICS EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS OF HOME ECONOMICS IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special
Certificate in Home Economics

FRESHMAN YEAR

FIRST QUARTER

UNIT
VALUES

GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
GENERAL HOME ECONOMICS 1A.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
GENERAL HOME ECONOMICS 1B.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
GENERAL HOME ECONOMICS 1C.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive a state limited special certificate in home economics and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in home economics and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in home economics or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in home economics is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
COSTUME DESIGN AND CONSTRUCTION 101.....	4
GENERAL PHYSICAL SCIENCE 102A.....	4
RECREATION AND HEALTH	2
	<hr/>
	18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
CLOTHING SELECTION AND CONSTRUCTION 102.....	4
GENERAL PHYSICAL SCIENCE 102B.....	4
RECREATION AND HEALTH	2
	<hr/>
	18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
CLOTHING CONSTRUCTION AND APPRECIATION 103.....	4
GENERAL PHYSICAL SCIENCE 102C.....	4
RECREATION AND HEALTH	2
	<hr/>
	18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
HOUSEHOLD CHEMISTRY 201A.....	4
FOOD SELECTION, PREPARATION AND SERVING 203.....	4
FAMILY RELATIONSHIPS AND CHILD DEVELOPMENT 206.....	4
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
HOUSEHOLD CHEMISTRY 201B.....	4
MARKETING, MEAL PLANNING AND SERVING 204.....	4
HOME MANAGEMENT 207	4
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
PHYSIOLOGICAL CHEMISTRY 206.....	4
FOOD INVESTIGATIONS AND EXPERIMENTAL COOKING 205.....	4
HOME PLANNING AND FURNISHING 208.....	4
	<hr/>
	16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
DIETETICS AND NUTRITION 209.....	4
ART APPLIED TO CLOTHING AND THE HOME 212.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
PREVENTIVE MEDICINE AND HOME NURSING 210.....	4
TEXTILES AND ADVANCED CLOTHING 213A.....	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PAR- TICIPATION)	4
HOME ADMINISTRATION 211.....	4
TEXTILES AND ADVANCED CLOTHING 213B.....	4
	<hr/> 16

DIVISION OF INDUSTRIAL EDUCATION
FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS
OF INDUSTRIAL ARTS IN ELEMENTARY AND
SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special
Certificate in Industrial Arts

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
GENERAL SHOP WORK 1A.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
GENERAL SHOP WORK 1B.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
GENERAL SHOP WORK 1C.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive a state limited special certificate in industrial arts and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in industrial arts and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in industrial arts or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in industrial arts is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
ELEMENTARY WOODWORKING 101A	4
DRAWING, DESIGN AND DRAFTING 102A	4
RECREATION AND HEALTH	2
	<hr/>
	18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
ELEMENTARY WOODWORKING 101B	4
DRAWING, DESIGN AND DRAFTING 102B	4
RECREATION AND HEALTH	2
	<hr/>
	18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
ELEMENTARY WOODWORKING 101C	4
DRAWING, DESIGN AND DRAFTING 102C	4
RECREATION AND HEALTH	2
	<hr/>
	18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
ELEMENTARY ELECTRICAL THEORY AND PRACTICE 201.....	4
ADVANCED METAL WORK 204.....	4
MACHINE DRAWING 207	4
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND- TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
ELECTRICAL WIRING, APPLIANCES AND CONSTRUCTION 202.....	4
AUTOMOBILE MECHANICS 205	4
MACHINE DESIGN 208	4
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTRICAL MOTOR WINDING AND INSTALLATION 203.....	4
AUTOMOBILE ELECTRICITY 206	4
PATTERN MAKING AND FOUNDRY WORK 209.....	4
	<hr/>
	16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
CARPENTRY AND BUILDING CONSTRUCTION 210.....	4
MAINTENANCE OF SHOP MACHINERY AND EQUIPMENT 218.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ADVANCED CABINET AND FURNITURE DESIGN AND CONSTRUCTION 211.....	4
ARCHITECTURAL DRAWING 212	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PAR- TICIPATION)	4
ADVANCED ARCHITECTURAL DRAWING 215.....	4
GENERAL MACHINE SHOP WORK 220.....	4
	<hr/> 16

NOTE: In place of any sequence of three courses in the junior year Elementary Printing 216A, 216B, 216C may be substituted. Likewise in place of any sequence in the senior year Advanced Printing 217A, 217B, 217C may be substituted for students who took Elementary Printing in the junior year.

DIVISION OF MUSIC EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS
OF MUSIC IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special
Certificate in Music

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A	4
INTRODUCTION TO MUSIC 5A.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 18

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
INTRODUCTION TO MUSIC 5B.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 18

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
INTRODUCTION TO MUSIC 5C.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 18

Students who complete this curriculum receive a state limited special certificate in music and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in music and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in music or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in music is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A.....	4
BAND AND ORCHESTRAL INSTRUMENTS 102A.....	4
TONAL AND RHYTHMIC ELEMENTS IN SONG 103.....	4
RECREATION AND HEALTH	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMI- NARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B.....	4
BAND AND ORCHESTRAL INSTRUMENTS 102B.....	4
CREATIVE MUSIC IN THE FIELD OF SONG 104.....	4
RECREATION AND HEALTH	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRE- LIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C.....	4
BAND AND ORCHESTRAL INSTRUMENTS 102C.....	4
CREATIVE MUSIC IN THE INSTRUMENTAL FIELD 105.....	4
RECREATION AND HEALTH	2
	<hr/> 18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
HARMONY 201A	4
APPLIED MUSIC 202A	4
HISTORY OF MUSIC 203A	4
	<hr/> 16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
HARMONY 201B	4
APPLIED MUSIC 202B	4
HISTORY OF MUSIC 203B	4
	<hr/> 16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
HARMONY 201C	4
APPLIED MUSIC 202B	4
ADVANCED CREATIVE MUSIC 204	4
	<hr/> 16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
EAR TRAINING AND DICTATION 205.....	4
MUSICAL PRODUCTION 208A	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ADVANCED CONDUCTING 206.....	4
MUSICAL PRODUCTION 208B	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PAR- TICIPATION)	4
ORCHESTRATION AND ORCHESTRAL CONDUCTING 207.....	4
MUSICAL PRODUCTION 208C	4
	<hr/> 16

DIVISION OF SPEECH EDUCATION
FOUR-YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS
OF SPEECH

Leading to the Degree of Ed. B. and State Limited Special
Certificate in Speech

FRESHMAN YEAR

FIRST QUARTER	UNIT VALUES
GENERAL LITERATURE AND ENGLISH EXPRESSION 1A.....	4
NATURAL SCIENCE IN MODERN LIFE 1A.....	4
CONTEMPORARY CIVILIZATION 5A	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1A.....	1
INTRODUCTION TO SPEECH 1A.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION A.....	2
	<hr/> 19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1B.....	4
NATURAL SCIENCE IN MODERN LIFE 1B.....	4
CONTEMPORARY CIVILIZATION 5B	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1B.....	1
INTRODUCTION TO SPEECH 1B.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION B.....	2
	<hr/> 19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1C.....	4
NATURAL SCIENCE IN MODERN LIFE 1C.....	4
CONTEMPORARY CIVILIZATION 5C.....	4
MEANINGS AND APPRECIATIONS IN THE FINE ARTS 1C.....	1
INTRODUCTION TO SPEECH 1C.....	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION C.....	2
	<hr/> 19

Students who complete this curriculum receive a state limited special certificate in speech and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in speech and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in speech or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in speech is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

UNIT
VALUES

INTRODUCTION TO LEARNING AND TEACHING IN THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
PUBLIC AND INFORMAL SPEECH 101A	4
DRAMATIC PRODUCTION 102A	4
RECREATION AND HEALTH	2
	<hr/> 18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
PUBLIC AND INFORMAL SPEECH 101B	4
DRAMATIC PRODUCTION 102B	4
RECREATION AND HEALTH	2
	<hr/> 18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASS- ROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
PUBLIC AND INFORMAL SPEECH 101C	4
DRAMATIC PRODUCTION 102C	4
RECREATION AND HEALTH	2
	<hr/> 18

JUNIOR YEAR

FIRST QUARTER

UNIT
VALUES

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
ADVANCED PUBLIC SPEAKING 201.....	4
COLOR AND DESIGN ON THE STAGE 204.....	4
ORIGIN AND DEVELOPMENT OF THE DRAMA 207A.....	4
	<hr/>
	16

SECOND QUARTER

PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE SECOND TEACHING FIELD 202 (WITH ADVANCED PARTICIPATION AND PRELIMI- NARY TEACHING)	4
ADVANCED ARGUMENTATION 202	4
PLAY WRITING AND ACTING 205.....	4
ORIGIN AND DEVELOPMENT OF THE DRAMA 207B.....	4
	<hr/>
	16

THIRD QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
PSYCHOLOGY OF SPEECH 203.....	4
ADVANCED ACTING AND DIRECTING 206.....	4
ORIGIN AND DEVELOPMENT OF THE DRAMA 207C.....	4
	<hr/>
	16

SENIOR YEAR

FIRST QUARTER

UNIT
VALUES

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION).....	4
ANATOMY AND PHYSIOLOGY OF THE VOCAL APPARATUS 208.....	4
OR	
FORMS OF PUBLIC ADDRESS 211.....	4
ORAL INTERPRETATION OF LITERATURE 213.....	4
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ENGLISH PHONETICS 209	4
OR	
GREAT SPEECHES OF ANCIENT AND MODERN TIMES 212A.....	4
CHILDREN'S DRAMA 214	4
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	<hr/> 16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207.....	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	4
SPEECH DISORDERS, THEIR PREVENTION AND CORRECTION 210.....	4
OR	
GREAT SPEECHES OF ANCIENT AND MODERN TIMES 212B.....	4
SHAKESPEAREAN DRAMA 215	4
	<hr/> 16

COURSES OF INSTRUCTION

On the following pages are listed all of the courses offered in the University. Every course is definitely a part of some curriculum devoted primarily and exclusively to the education and preparation of teachers.

The University offers preparation for the following fields of service:

1. Elementary schools. This includes curricula and courses designed to prepare teachers for the kinds of programs found in city elementary schools of all types as well as one-room rural schools and consolidated rural schools of two or more rooms.

2. General subjects in secondary schools. These subjects include curricula and courses designed for the teaching of both junior and senior high school subjects. The main fields covered are English, foreign language, mathematics, natural science, social science. The student may select the second teaching field in the special subjects.

3. Special subjects in elementary schools, secondary schools and vocational schools. These comprise agriculture, art, commerce, health and sports, home economics, industrial arts, music, and speech.

There are eighteen curricula for preparing teachers for these various fields of service. These curricula are differentiated with separate programs for teachers of rural schools, primary grades, intermediate grades, grammar grades, junior high schools and senior high schools, and teachers of the several special subjects in elementary schools, secondary schools and vocational schools.

The following types of courses are offered:

1. Cultural and professional courses in subject matter. The first objective of these courses is the cultural education of the teacher. No one has a greater need to be well grounded in the liberal arts and sciences, including the fine arts, than a teacher of children. The teacher who is merely an educational technician is not likely to be a source of inspiration to his pupils. Teachers need to be skillful in the technique of their profession and they need also to be broadly and liberally educated men and women. With this objective in mind a certain part of the curriculum has for its purpose to broaden the intellectual horizon of the students, to present a definite intellectual challenge and to stimulate wholesome interests. Comprehensive courses in English, the social sciences, natural sciences, and fine arts are required in all four year curricula. These subjects and mathematics and foreign language are available to students as preparation for their future destination as teachers. Courses are also offered in agriculture, art, commerce, health and sports, home economics, industrial arts, music, and speech.

The second objective of these courses is to provide a type of subject matter which is appropriate to the needs of teachers. There is a very careful selection and organization of the content of these courses with this end in view. Subject matter is selected which serves as a basis for the curriculum materials in the elementary and secondary school subjects which students must later organize and use in their teaching. A rich background for this purpose is provided.

The student group activities of the college, which are definitely a part of the curriculum, are planned with the idea of developing among students a spirit of cooperation, student leadership and intelligent cooperation with the leadership of others. They provide a desirable preparation for directing extra-curricular activities in elementary and secondary schools.

2. A unified and coherent sequence of work in education. The purpose of these courses is to develop in students a conception of education as a social process. Abundant opportunities are given for learning through the observation of children and through the experiences of student teaching. The courses in education give consideration to the physical and mental growth of children; the use of tests and testing as an aid to instruction, school and classroom organization, and pupil guidance; the theory and principles of teaching as a guide to the teacher's technique; the technique of teaching; and the organization of curriculum materials.

The courses offered in the various fields are described in some detail under appropriate heads.

AGRICULTURE

The four-year program in agriculture is designed for students who wish to become teachers of agriculture in township high schools, consolidated schools, village or city schools. The program is adapted to the needs of these schools. In addition to giving students a thorough preparation in agriculture, the curriculum permits the selection of courses in the physical and biological sciences. These courses form an excellent foundation for the study of agriculture and equip the student for teaching two or more lines closely allied with it.

SMITH-HUGHES VOCATIONAL AGRICULTURE

The division of agricultural education has been designated as a teacher-training institution of vocational agriculture on the Smith-Hughes Law plan without financial aid from the federal government.

Graduates of our regular four-year curriculum who have had the minimum requirements of ten per cent in education and who have had the work in technical agriculture to the amount of at least fifty-two semester hours, in terms of agricultural credit at the University of Illinois, will be approved as teachers of vocational agriculture in Illinois. It will be necessary to secure a tentative estimate of credits on the transfer basis from the registrar of the University of Illinois.

The courses in agriculture offer thorough preparation for teaching that subject in a secondary school. Completion of the entire sequence of courses contemplates a teacher who is prepared to teach the whole program in agriculture in a high school or other agricultural school of secondary grade and does not provide for preparation to teach any other subject. Few students, however, are advised to study agriculture as intensively as the complete program permits.

The complete list of courses follows:

1A, 1B, 1C. General Agriculture, 12 units

101 or 215. Elementary Agriculture, 4 units. (An introductory course in the two curricula for rural school teachers).

- 102. Types and Breeds of Farm Animals, 4 units
- 103. Feeds for Farm Animals, 4 units
- 104. Managing and Marketing of Farm Animals, 4 units
- 105. Grain and Forage Crops, 4 units
- 106. Soil Physics, 4 units
- 107. Orchard Crops, 4 units
- 201. Farm Shop Work, 4 units
- 202. Farm Mechanics and Farm Machinery, 4 units
- 203. Automobile and Tractor Mechanics, 4 units
- 204. Swine, 4 units
- 205. Dairying, 4 units
- 206. Poultry, 4 units
- 207. History of Agriculture, 4 units
- 208A, 208B. Agricultural Economics, 8 units
- 209. Judging Farm Animals, 4 units
- 210. Agricultural Organizations, 4 units
- 211. Marketing of Agricultural Products, 4 units
- 212. Farm Management, 4 units
- 213. Farm Accounting, 4 units
- 214. Home and Farmstead Planning and Landscaping, 4 units

SPECIAL PROGRAMS IN AGRICULTURE

Students in the division of agricultural education take agriculture as their first teaching subject. By limiting their preparation in agriculture to 48 or 60 units, they may choose a second teaching subject of 48 or 36 units outside of the field of agriculture. The 48-unit sequence in agriculture gives preparation in general agriculture, animal husbandry, agronomy, horticulture, farm management, farm accounting and farmstead planning. The 60-unit program adds either a year's work in farm mechanics, or a year's study in judging farm animals and agricultural organizations and marketing. It gives adequate preparation for teaching agriculture.

The 60-unit sequence in agriculture includes the following courses:

- 1a, 1b, 1c. General Agriculture, 12 units
- 102. Types and Breeds of Farm Animals, 4 units
- 103. Feeds for Farm Animals, 4 units
- 104. Managing and Marketing of Farm Animals, 4 units
- 105. Grain and Forage Crops, 4 units
- 106. Soil Physics, 4 units
- 107. Orchard Crops, 4 units
- 201. Farm Shop Work, 4 units
- 202. Farm Mechanics and Farm Machinery, 4 units
- 203. Automobile and Tractor Mechanics, 4 units
- 212. Farm Management, 4 units
- 213. Farm Accounting, 4 units

214. Home and Farmstead Planning and Landscaping, 4 units

The following are the courses included in the first 48-unit sequence:

1a, 1b, 1c. General Agriculture, 12 units

102. Types and Breeds of Farm Animals, 4 units

103. Feeds for Farm Animals, 4 units

104. Managing and Marketing of Farm Animals, 4 units

105. Grain and Forage Crops, 4 units

106. Soil Physics, 4 units

107. Orchard Crops, 4 units

212. Farm Management, 4 units

213. Farm Accounting, 4 units

214. Home and Farmstead Planning and Landscaping, 4 units.

A second group of courses, with agriculture as the first teaching field, includes a 48-unit sequence of courses and gives preparation in general agriculture, animal husbandry, agronomy, horticulture, farm shop work and farm machines. Another year's work in judging farm animals, agricultural organizations and agricultural marketing builds up this program to a 60-unit sequence. This option includes the following courses:

1a, 1b, 1c. General Agriculture, 12 units

102. Types and Breeds of Farm Animals, 4 units

103. Feeds for Farm Animals, 4 units

104. Managing and Marketing of Farm Animals, 4 units

105. Grain and Forage Crops, 4 units

106. Soil Physics, 4 units

107. Orchard Crops, 4 units

201. Farm Shop Work, 4 units

202. Farm Mechanics and Farm Machinery, 4 units

203. Automobile and Tractor Mechanics, 4 units

Students who desire to take agriculture as a first teaching subject and science as a second teaching subject should take one or the other of the following options in science. The first science option stresses biological science and includes a year of general biology, a year of general physical science, a year of geography and a second year of advanced biological study chosen in consultation with the director of the division. The first three sequences in this option are as follows:

3a, 3b, 3c. General Biological Science, 12 units

102a, 102b, 102c. General Physical Science, 12 units

103a, 103b, 103c. General Earth Science, 12 units

The second option in science emphasizes physics and chemistry and includes a year each of general biological and general physical science with a year of advanced physics and a year of chemistry. This option is as follows:

3a, 3b, 3c. General Biological Science, 12 units

102a, 102b, 102c. General Physical Science, 12 units

206a, 206b, 206c. General and Analytical Chemistry, 12 units

211a, 211b, 211c. Advanced Physics, 12 units

Students who choose agriculture as a second teaching subject take a sequence which provides a general introduction to the whole field of

agriculture in General Agriculture and follow this with a year of additional study in animal husbandry and a year's work in agronomy and horticulture. The courses are as follows:

- 1a, 1b, 1c. General Agriculture, 12 units
- 102. Types and Breeds of Farm Animals, 4 units
- 103. Feeds for Farm Animals, 4 units
- 104. Managing and Marketing of Farm Animals, 4 units
- 105. Grain and Forage Crops, 4 units
- 106. Soil Physics, 4 units
- 107. Orchard Crops, 4 units

There are other 36-unit sequences in agriculture which may be taken. The first year's work in each such sequence is the course in General Agriculture. Other combinations must be chosen in consultation with the director of the division. The subjects required in the teaching combinations most frequently found in Illinois high schools are the basis for planning all of these groups of courses.

ART

The work in art is planned for teachers who will work in one or more of three different kinds of teaching situations. These include: a) elementary school teachers who teach art as a part of an integrated school program; b) supervisors of art in elementary and secondary schools; c) special teachers of art in secondary schools. In all of the work in art the needs of the art teacher are placed first. The object of the art curriculum is not to prepare painters, sculptors, skilled craftsmen or commercial artists. The art teacher must have, however, a very broad understanding of a variety of phases of art, which should include appreciation, construction, graphic arts, and the history of art, as well as a broad cultural background and familiarity with related fields.

The following is the complete list of art courses including the courses offered for elementary school teachers and those for art teachers:

- 1. Introduction to Art Quality, 2 units
- 2. Elementary Art Expression, 2 units
- 3. Exploration in Art Processes, 2 units
- 4 and 101. Expression in Art Elements, 2 units
- 5. Appreciation of Art Quality, 4 units
- 6. Design, Color and Drawing, 4 units
- 7. Industrial and Craft Processes, 4 units
- 102. Elementary Composition and Representation, 4 units
- 103. Figure Study in Graphic and Plastic Media, 4 units
- 104. Lettering: Origins, Forms, Arrangement and Appreciation,
4 units
- 105. Elementary Design, 4 units
- 106. Design in Craft Media, 4 units

- 107. Woodwork and Weaving, 4 units
- 201. Estimates of Contemporary Art, 4 units
- 202. Inquiries into Art Origins, 4 units
- 203. Painting Techniques, 4 units
- 204. Modeling and Pottery, 4 units
- 205. Metalcrafts, 4 units
- 206. Mechanical Drawing, 4 units
- 207. Advertising Art, 4 units
- 208. Art in Costume, 4 units
- 209. Art in Home and Community, 4 units
- 210. Advanced Painting, 4 units
- 211. Etching and Lithography, 4 units
- 212. Printing Appreciation, 4 units
- 213. Illustrative Art Materials, 4 units
- 214. Art in Dramatic Production, 4 units
- 215. Creative Art Expression, 4 units

SPECIAL PROGRAMS IN ART

For students who wish to take less than the full program in art while preparing for a second teaching subject, two sequences of courses have been arranged, one consisting of 48 units and the other of 60 units.

The following courses with one additional year's work chosen from the courses offered in the junior year constitute the 48-unit sequence:

- 5. Appreciation of Art Quality, 4 units
- 6. Design, Color and Drawing, 4 units
- 7. Industrial and Craft Processes, 4 units
- 102. Elementary Composition and Representation, 4 units
- 103. Figure Study in Graphic and Plastic Media, 4 units
- 104. Lettering: Origins, Forms, Arrangement and Appreciation, 4 units
- 105. Elementary Design, 4 units
- 106. Design in Craft Media, 4 units
- 107. Woodwork and Weaving, 4 units

The 60-hour sequence consists of the following courses and one additional year's work chosen from the courses offered in the junior and senior years:

- 5. Appreciation of Art Quality, 4 units
- 6. Design, Color and Drawing, 4 units
- 7. Industrial and Craft Processes, 4 units
- 102. Elementary Composition and Representation, 4 units
- 103. Figure Study in Graphic and Plastic Media, 4 units
- 104. Lettering: Origins, Forms, Arrangement and Appreciation, 4 units

- 201. Estimates of Contemporary Art, 4 units
- 202. Inquiries into Art Origins, 4 units
- 203. Painting Techniques, 4 units
- 207. Advertising Art, 4 units
- 208. Art in Costume, 4 units
- 209. Art in Home and Community, 4 units

Some students whose first teaching subject is in some other field desire to take a limited amount of art work as preparation for a second or third teaching field. For this purpose the following courses are provided:

- 5. Appreciation of Art Quality, 4 units
- 6. Design, Color and Drawing, 4 units
- 7. Industrial and Craft Processes, 4 units
- 102. Elementary Composition and Representation, 4 units
- 103. Figure Study in Graphic and Plastic Media, 4 units
- 104. Lettering: Origins, Forms, Arrangement and Appreciation, 4 units
- 105. Elementary Design, 4 units
- 106. Design in Craft Media, 4 units
- 107. Woodwork and Weaving, 4 units

COMMERCE

The primary objective of the work offered in the division of commerce education is to prepare commercial teachers for secondary schools. It is not the purpose to prepare stenographers, accountants, or business executives, but a good deal of work in these fields is offered in order that teachers may be technically efficient in a practical sense.

The courses in commerce fall into three main fields: a) secretarial work; b) accounting; c) business organization and administration. Completion of the full program in commerce contemplates a teacher who is prepared to teach all of the commercial subjects in a secondary school. It is possible to take a smaller amount of work and secure a general preparation which is less intensive. Students may also select commerce as a second teaching subject taking either a limited amount of work in the general field or more intensive work in one of the three fields of commerce.

The complete list of commerce subjects includes courses in all three fields and it is possible for a limited number of students to take all the work offered in order to prepare to teach the entire program of commercial work in a secondary school. The complete list of courses follows:

- 1A, 1B, 1C. Business Organization and Experience, 12 units
- 101A, 101B, 101C. Elementary Accounting, 12 units
- 102A, 102B, 102C. Shorthand and Typewriting, 12 units
- 201A, 201B, 201C. Advanced Accounting, 12 units
- 202A, 202B. Advanced Secretarial Work, 8 units

- 203. Business Mathematics and Statistics, 4 units
- 204A, 204B. Business Law, 8 units
- 205. Economic Geography, 4 units
- 206. Economic Foundations of Business, 4 units
- 207. Business Organization and Management, 4 units
- 208. Financial Organization and Management, 4 units
- 209. Salesmanship and Advertising, 4 units
- 210. Merchandising and Marketing, 4 units
- 211. Financial and Economic History, 4 units

SPECIAL PROGRAMS IN COMMERCE

Some students will wish to take a general program in commerce which includes less work than the complete list of courses includes. For such students the following courses are arranged:

- 1a, 1b, 1c. Business Organization and Experience, 12 units
- 101a, 101b, 101c. Elementary Accounting, 12 units
- 102a, 102b, 102c. Shorthand and Typewriting, 12 units
- 201a, 201b, 201c. Advanced Accounting, 12 units
- 202a, 202b. Advanced Secretarial Work, 8 units
- 203. Business Mathematics and Statistics, 4 units
- 204a, 204b. Business Law, 8 units
- 205. Economic Geography, 4 units

The foregoing sequence omits the work of the senior year in business organization and administration and contemplates a teacher prepared in stenography, typewriting, accounting and secretarial work. Students who complete this sequence should take the remaining 24 units in courses which prepare for a second teaching subject and this work may well be related to commerce, such as geography.

Students who take some other subject for their first teaching subject may wish to study commerce as a second teaching subject. It is possible for students to do this by confining themselves to one of the three main divisions of commerce. Several sequences have been arranged for this purpose.

The 36 unit sequence in business organization and management is a very desirable second teaching subject for students in other curricula who want to gain some understanding of that field of business either for teaching purposes or to supplement some other subject which they have chosen for their first teaching subject. It includes the following courses:

- 1a, 1b, 1c. Business Organization and Experience, 12 units
- 206. Economic Foundations of Business, 4 units
- 207. Business Organization and Management, 4 units
- 208. Financial Organization and Management, 4 units
- 209. Salesmanship and Advertising, 4 units
- 210. Merchandising and Marketing, 4 units
- 211. Financial and Economic History, 4 units

Students who follow this sequence will need to arrange the courses of their first teaching subject in such a way that the entire sophomore year will be filled. Work in general economics comes very well at that time. The remaining courses in business organization and administration may then come in the junior and senior years.

A sequence of courses in secretarial work includes all of the courses offered in that field. This sequence is as follows:

- 1a, 1b, 1c. Business Organization and Experience, 12 units
- 102a, 102b, 102c. Shorthand and Typewriting, 12 units
- 202a, 202b. Advanced Secretarial Work, 8 units
- 205. Economic Geography, 4 units

The 36 unit sequence in accounting includes the introductory course in commerce and two years of preparation in accounting. The courses are as follows:

- 1a, 1b, 1c. Business Organization and Experience, 12 units
- 101a, 101b, 101c. Elementary Accounting, 12 units
- 201a, 201b, 201c. Advanced Accounting, 12 units

EDUCATION

The unified sequence of work in education is comprehended under seventeen titles which can not, of course, indicate the complete body of subject matter which is included at any point. They show roughly, however, the general organization of the materials which constitute the course.

In the various curricula the titles of the courses are somewhat modified to fit particular needs and there are also slight differences in the plan in different curricula. Student teaching, for example, appears concentrated in a single term as a 12-unit course in the curricula for elementary school teachers, while in some other curricula it appears as a 4-unit course in each of two terms. The course in Mental Tests and Measurement of Special Abilities appears only in the curricula for elementary school teachers. An examination of the curricula will show these modifications.

The titles used to designate the kind of work in education given in each quarter, in all four-year curricula, conform in general to the following plan:

- 101. Introduction to Learning and Teaching, 4 units
- 102. Psychology of Learning and Teaching, 4 units
- 103. General Theory and Principles of Teaching, 4 units
- 201. Psychology and Practice of Teaching and Testing, 4 units
- 202. Psychology and Practice of Teaching and Testing, 4 units
- 203. Curriculum Materials and Technique of Teaching and Testing, 4 units
- 204A, 204B, 204C. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing, 8 units

- 205. Modern Schools and Their Program and Organization, 4 units
- 206. Mental Tests and the Measurement of Special Abilities, 4 units
- 207. Social Philosophy of Education, 4 units
- 208 or 209A, 209B. Student Teaching, 8 or 12 units
- 210. Advanced Theory of Instruction, 4 units
- 211. General School Administration, 4 units
- 212. Advanced Problems in School Administration, 4 units
- 213. Supervision and Improvement of Teaching in the Elementary School, 4 units
- 214. Advanced Problems in Elementary Education, 4 units
- 215. The American Educational System and its Problems, 4 units

For elementary school teachers pursuing a two-year curriculum, including upper grade teachers preparing for non-departmentalized work, an abbreviated sequence of courses in education, based upon the same general principles, is required. The courses are as follows:

- 1. Introduction to Learning and Teaching, 4 units
- 2. Psychology of Learning and Teaching, 4 units
- 3. General Theory and Principles of Teaching, 4 units
- 101A, 101B, 101C. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing, 12 units
- 102. Student Teaching, 12 units

ENGLISH

The courses in English are of three types: a) corrective English for students who need it; b) English language including English writing and a study of English discourse structure and the history of the English language; c) English literature.

The complete list of English courses is given below, but no student ever takes all of these courses. The following courses are offered:

- 5A, 5B, 5C. General Literature and English Expression, 12 units
- 101A, 101B, 101C. World Literature, 12 units
- 102. Children's Literature, 4 units
- 103 and 205. English Discourse Structure, 4 units
- 201A, 201B, 201C. Children's Literature, 12 units
- 202. English Literature of the Middle Ages, 4 units
- 203. English Literature of the Sixteenth Century, 4 units
- 204. English Literature of the Nineteenth Century, 4 units
- 206. History and Development of the English Language, 4 units
- 207. Advanced Writing, 4 units
- 208. Shakespeare, 4 units
- 209. English Literature of the Age of Puritanism and Classicism, 4 units
- 210. The Romantic Movement in English Literature, 4 units

- 211A, 211B. American Literature, 8 units
- 212. Contemporary European Literature, 4 units
- 213. Creative Writing, 4, 8, or 12 units
- 214A, 214B, 214C. Journalism, 12 units

SPECIAL PROGRAMS IN ENGLISH

Students who choose English as their first teaching subject take 48 or 60 units. Those who take a 60-unit sequence are prepared to teach all of the English in any High school. The freshman required course is included in addition to the 60 units. The 60-unit sequence includes the following courses:

- 5a, 5b, 5c. General Literature and English Expression, 12 units
- 101a, 101b, 101c. World Literature, 12 units
- 202. English Literature of the Middle Ages, 4 units
- 203. English Literature of the Sixteenth Century, 4 units
- 204. English Literature of the Nineteenth Century, 4 units
- 205. English Discourse Structure, 4 units
- 206. History and Development of the English Language, 4 units
- 207. Advanced Writing, 4 units
- 208. Shakespeare, 4 units
- 209. English Literature of the Age of Puritanism and Classicism,
4 units
- 210. The Romantic Movement in English Literature, 4 units
- 211a, 211b. American Literature, 8 units
- 212. Contemporary European Literature, 4 units

The 48-unit sequence in English is the minimum which a student may take if he chooses English as his first teaching subject. The 48 units, however, are in addition to the required course in the freshman year so that in fact the student who chooses this sequence takes 60 units in English. The courses are as follows:

- 5a, 5b, 5c. General Literature and English Expression, 12 units
- 101a, 101b, 101c. World Literature, 12 units
- 202. English Literature of the Middle Ages, 4 units
- 203. English Literature of the Sixteenth Century, 4 units
- 204. English Literature of the Nineteenth Century, 4 units
- 205. English Discourse Structure, 4 units
- 206. History and Development of the English Language, 4 units
- 207. Advanced Writing, 4 units
- 211a, 211b. American Literature, 8 units
- 212. Contemporary European Literature, 4 units

Students who choose English as a second teaching subject will take either 24 or 36 units in addition to the required freshman course. The courses which are included in the 36-unit sequence are as follows:

- 5a, 5b, 5c. General Literature and English Expression, 12 units
- 101a, 101b, 101c. World Literature, 12 units
- 202. English Literature of the Middle Ages, 4 units
- 203. English Literature of the Sixteenth Century, 4 units
- 204. English Literature of the Nineteenth Century, 4 units
- 205. English Discourse Structure, 4 units
- 211a, 211b. American Literature, 8 units
- 212. Contemporary European Literature, 4 units

The 24-unit sequence which also includes the freshman course in addition to the 24 units is as follows:

- 5a, 5b, 5c. General Literature and English Expression, 12 units
- 101a, 101b, 101c. World Literature, 12 units
- 202. English Literature of the Middle ages, 4 units
- 203. English Literature of the Sixteenth Century, 4 units
- 204. English Literature of the Nineteenth Century, 4 units

FINE ARTS

One course in fine arts is required of all students taking four-year curricula. This course is a part of the cultural foundation core and deals with meanings, values and appreciations in the entire field of the fine arts. The classes in this course meet for two periods a week, one of which is devoted to the art side of the work and the other to music, so that students have an hour a week in each phase of the fine arts throughout the freshman year. This course is described elsewhere and is as follows:

- 1A, 1B, 1C. Meanings and Appreciations in the Fine Arts, 3 units

FOREIGN LANGUAGE

Courses in three foreign languages are offered: French, German, and Latin. A sufficient amount of work is offered in each language to enable students to choose any one of the three languages as a first teaching subject. They may study these languages in preparation for teaching them or for general cultural purposes. It is possible to take a year of work in a foreign language as a free elective or as an optional subject.

The prime objective in the study of foreign language is conceived to be progressive development in the ability to read the language. To do so without focal consciousness of the discourse involved is the ultimate objective. The aim is to learn to read the thought content by abundant experience in reading it from the beginning. The grammatical lesson type of approach is not used. Emphasis in teaching these languages is placed on the thought and not on forms and syntax. Students are encouraged to read for meaning and not to translate.

Since the acquisition of ability to read with rapidity and accuracy is sought in all of the elementary language courses, composition and even

grammar, except such elements as are necessary to reading, are eliminated until the reading ability is mastered. As control over the language grows, the student's interest is increasingly directed to the larger meaning of what he reads, and in proportion to his ability to read does he enter into the spirit of the people whose literature he studies.

The following courses in French are offered:

- 1A, 1B, 1C. French Reading, 12 units
- 101A, 101B, 101C. French Prose and Poetry, 12 units
- 201A, 201B, 201C. French Literature, 12 units
- 202. French Discourse Structure, 4 units
- 203. French Pronunciation and Diction, 4 units
- 204. Elementary French Conversation, 4 units
- 205. The French Novel, 4 units
- 206. Seventeenth Century French Literature, 4 units
- 207. Nineteenth Century French Poetry, 4 units
- 208A, 208B, 208C. Advanced French Conversation and Writing,
12 units
- 209A, 209B. Modern French Literature, 8 units
- 210. French Life and Institutions, 4 units

SPECIAL PROGRAMS IN FRENCH

Some students will wish to take less than the full sequence in French in order to make preparation in a second teaching subject. For such students two sequences have been arranged, one consisting of 60 units and the other of 48 units. The 60 unit sequence follows:

- 1a, 1b, 1c. French Reading, 12 units
- 101a, 101b, 101c. French Prose and Poetry, 12 units
- 201a, 201b, 201c. French Literature, 12 units
- 202. French Discourse Structure, 4 units
- 203. French Pronunciation and Diction, 4 units
- 204. Elementary French Conversation, 4 units
- 205. The French Novel, 4 units
- 206. Seventeenth Century French Literature, 4 units
- 207. Nineteenth Century French Poetry, 4 units

For students who wish to devote only 48 units to French in order to have a liberal amount of time for preparation to teach one or two other subjects, a 48 unit sequence has been arranged which consists of the following courses and one additional year's work:

- 1a, 1b, 1c. French Reading, 12 units
- 101a, 101b, 101c. French Prose and Poetry, 12 units
- 201a, 201b, 201c. French Literature, 12 units

GERMAN

The courses in German are planned for three groups of students: a) those who are planning to teach modern languages in the high school and wish to take German as their first or second teaching subject; b) those who desire to study German as a part of their cultural background studies or as a year of free elective; and c) those who wish to secure a reading knowledge of German as a basis for later study in education. While an elementary knowledge of German may be acquired in one year, students are urged to take at least two years of study in this field. They are permitted, however, to take a single year's work if it seems desirable.

The same general plan is followed in German as in other languages. The aim in the first two years is ability to read with rapidity and accuracy. Technical grammatical study and the work in prose composition are postponed to the junior year, and the freshman and sophomore courses are devoted wholly to learning to read the language. Sufficient work in German is offered to enable students who have taken no previous work in the subject to secure ample preparation to teach German in secondary schools.

The list of courses in German follows:

1A, 1B, 1C. German Reading, 12 units

101A, 101B, 101C. German Prose and Poetry, 12 units

201A, 201B, 201C. History of German Literature, 12 units

202. German Discourse Structure, 4 units

203. Elementary German Conversation, 4 units

204. German Life and Institutions, 4 units

205. Schiller's Works, 4 units

206. Goethe's Works, 4 units

207. Goethe's Faust, 4 units

208. Modern German Drama, 4 units

209. The German Novel, 4 units

210. German Lyric Poetry, 4 units

211A, 211B, 211C. Advanced German Conversation and Writing, 12 units

SPECIAL PROGRAMS IN GERMAN

The 60 unit sequence in German includes the following courses:

1a, 1b, 1c. German Reading, 12 units

101a, 101b, 101c. German Prose and Poetry, 12 units

201a, 201b, 201c. History of German Literature, 12 units

202. German Discourse Structure, 4 units

203. Elementary German Conversation, 4 units

204. German Life and Institutions, 4 units

205. Schiller's Works, 4 units

206. Goethe's Works, 4 units

207. Goethe's Faust, 4 units

The 48 unit sequence in German is the same as the 60-unit sequence except that the last year's work is omitted. The 36-unit sequence consists of the first three years' work.

LATIN

The work in Latin does not include beginning courses for those who have never studied the language. It is assumed that students who enter the Latin classes have had four years of Latin in high school, and have acquired a reasonable degree of ability to read Latin. The program of courses has been planned, therefore, to give students an opportunity to continue to read Latin. Principles of grammar are acquired incidentally to reading in the first two years and only as they function in reading and a knowledge of them becomes necessary for the clear understanding of the thought encountered in the reading. A course in the principles underlying Latin discourse structure is offered in the junior year in order to enable students to understand the structure of the language. The principle followed is that language should come before grammar.

The work of each year of Latin, beginning with the first, is so organized as to contain the most significant material for reading. Students who expect to teach Latin in high school should also prepare to teach one or two other subjects. An examination of teaching combinations in the high schools of Illinois indicates the prevalence of certain combinations with Latin and students are advised in terms of this information in selecting their second teaching subject.

For students who enter college with but one or two years of Latin in high school, two years of work in Latin may be taken which consist largely of extensive reading of Latin prose and poetry. These courses are not listed here, but they are arranged whenever there is a sufficient number of students to form a class. These courses receive college credit, but in order to make Latin a first teaching subject students must take at least 48 units in addition to these elementary courses. Such students may, however, enter the regular freshman classes in Latin if they show in a placement test special ability in reading Latin.

Students who choose Latin as a first teaching subject ordinarily take 48 or 60 units of Latin, which is in addition to four years of high school Latin or the equivalent. The complete list of Latin courses follows:

1A, 1B, 1C. Latin Prose and Poetry, 12 units

- 101. Roman Historical Literature, 4 units
- 102. Latin Essay and Biography, 4 units
- 103. Latin Comedy, 4 units
- 201. Latin Lyric Poetry, 4 units
- 202. Latin Elegiac Poetry, 4 units
- 203. The Latin Epigram, 4 units
- 204. Latin Satire, 4 units
- 205. Latin Discourse Structure, 4 units
- 206. Latin-English Etymology, 4 units

- 207. Elementary Latin Writing, 4 units
- 208A, 208B. Advanced Latin Prose and Poetry, 8 units
- 209. Roman Life and Institutions, 4 units
- 210A, 210B, 210C. Advanced Latin Writing, 12 units

SPECIAL PROGRAMS IN LATIN

The 60 unit sequence in Latin for students who have had no previous work in Latin includes the following courses:

- 1a, 1b, 1c. Latin Prose and Poetry, 12 units
- 101. Roman Historical Literature, 4 units
- 102. Latin Essay and Biography, 4 units
- 103. Latin Comedy, 4 units
- 201. Latin Lyric Poetry, 4 units
- 202. Latin Elegiac Poetry, 4 units
- 203. The Latin Epigram, 4 units
- 205. Latin Discourse Structure, 4 units
- 206. Latin-English Etymology, 4 units
- 207. Elementary Latin Writing, 4 units
- 208a, 208b. Advanced Latin Prose and Poetry, 8 units
- 209. Roman Life and Institutions, 4 units

The 48 unit sequence in Latin is the same as the 60 unit sequence with the omission of the last year's work.

The 36 unit sequence in Latin includes the following courses:

- 1a, 1b, 1c. Latin Prose and Poetry, 12 units
- 101. Roman Historical Literature, 4 units
- 102. Latin Essay and Biography, 4 units
- 103. Latin Comedy, 4 units
- 201. Latin Lyric Poetry, 4 units
- 202. Latin Elegiac Poetry, 4 units
- 203. The Latin Epigram, 4 units

HEALTH AND PHYSICAL EDUCATION

The division of health and physical education exists for a three-fold purpose: a) to serve the needs of the state in preparing special teachers of health, sports and recreation; b) to provide for students not enrolled in one of the special curricula in health and physical education a type of recreational and health activities which contributes to their own personal development; c) to offer courses in social and personal health and hygiene for all students enrolled in the teachers college.

The curriculum in health and physical education for men prepares students for teaching positions in health and physical education and athletic coaching. The curriculum for women emphasizes health and physical education for women and preparation to teach and supervise

similar work for girls in elementary and secondary schools and colleges. The terms, games and sports, do not refer to intercollegiate athletic contests but to recreational activities. Some attention is given to preparation to coach the major athletic sports but that is not the main aim of the curriculum. Games and sports for recreational and developmental purposes and health education receive the chief consideration.

3A, 3B, 3C. Elementary Developmental Activities and Health, 12 units (Introductory comprehensive course for both men and women, with separate sections for each)

103A, 103B, 103C. Advanced Developmental Activities and Health, 12 units (Comprehensive sophomore course for both men and women, but with separate sections for each)

104A, 104B, 104C. Anatomy and Physiology, 12 units

201. Physiology of Exercise, 4 units

202. Food and Nutrition, 4 units

203. Advanced Hygiene and the Principles of Health, 4 units

204. Intra-mural Sports and Their Coaching, 4 units

205. Individual Sports and Their Coaching, 4 units

206. Community Recreation and Playground Supervision, 4 units

207A, 207B, 207C. Advanced Recreational Activities, 12 units

208A, 208B, 208C. Orthopedic Activities and Gymnastics, 12 units

209A, 209B, 209C. Sports and Their Coaching, 12 units

210. Mental and Physical Growth and Development, 4 units

211. Health Supervision of Elementary and Secondary School Pupils, 4 units

212. Folk, Tap and Natural Dancing, 4 units (Course for women)

213. Self-defense Activities, 4 units (Course for men)

214A, 214B, 214C. Examination, Diagnosis, and Treatment of Athletic Injuries and Physical Defects, 12 units

SPECIAL PROGRAMS IN HEALTH AND SPORTS

The courses in health and sports education in most cases have identical titles for both men and women but in most instances there are separate classes and the work is adapted to the needs of the students. The complete sequence of courses for men follows:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units

103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

104a, 104b, 104c. Anatomy and Physiology, 12 units

201. Physiology of Exercise, 4 units

202. Food and Nutrition, 4 units

203. Advanced Hygiene and the Principles of Health, 4 units

204. Intra-mural Sports and Their Coaching, 4 units

- 205. Individual Sports and Their Coaching, 4 units
- 206. Community Recreation and Playground Supervision, 4 units
- 209a, 209b, 209c. Sports and Their Coaching, 12 units
- 210. Mental and Physical Growth and Development, 4 units
- 211. Health Supervision of Elementary and Secondary School Pupils, 4 units
- 212a, 212b, 212c. Examination, Diagnosis and Treatment of Athletic Injuries and Physical Defects, 12 units
- 213. Self-defense Activities, 4 units
- 216. Care and Treatment of Athletic Injuries, 4 units

The courses for women vary only a little in title from those for men and are as follows:

- 3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
- 103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units
- 104a, 104b, 104c. Anatomy and Physiology, 12 units
- 201. Physiology of Exercise, 4 units
- 202. Food and Nutrition, 4 units
- 203. Advanced Hygiene and the Principles of Health, 4 units
- 204. Intra-mural Sports and Their Coaching, 4 units
- 205. Individual Sports and Their Coaching, 4 units
- 206. Community Recreation and Playground Supervision, 4 units
- 207a, 207b, 207c. Advanced Recreational Activities, 12 units
- 208a, 208b, 208c. Orthopedic Activities and Gymnastics, 12 units
- 210. Mental and Physical Growth and Development, 4 units
- 211. Health Supervision of Elementary and Secondary School Pupils, 4 units
- 212. Folk, Tap and Natural Dancing, 4 units

A sequence of courses for men who wish to study health and sports to a more limited extent than is required by the complete program includes a 60-unit or a 48-unit sequence. The 60-unit sequence follows:

- 3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
- 103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units
- 104a, 104b, 104c. Anatomy and Physiology, 12 units
- 201. Physiology of Exercise, 4 units
- 202. Food and Nutrition, 4 units
- 203. Advanced Hygiene and the Principles of Health, 4 units
- 204. Intra-mural Sports and Their Coaching, 4 units
- 205. Individual Sports and Their Coaching, 4 units
- 206. Community Recreation and Playground Supervision, 4 units
- 212a, 212b, 212c. Examination, Diagnosis and Treatment of Athletic Injuries and Physical Defects, 12 units

The 48 unit sequence is the same as the 60 unit sequence except that it omits the last year's work.

Women who wish to study health and sports to the extent of a 60 unit sequence may take the following courses with choice of one additional year's work from the remaining courses:

- 3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
- 103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units
- 201. Physiology of Exercise, 4 units
- 202. Food and Nutrition, 4 units
- 203. Advanced Hygiene and the Principles of Health, 4 units
- 204. Intra-mural Sports and Their Coaching, 4 units
- 205. Individual Sports and Their Coaching, 4 units
- 206. Community Recreation and Playground Supervision, 4 units

The 48 unit sequence for women is the same as the 60 unit sequence except that one year's work is omitted.

Men who wish to become coaches of athletics and at the same time secure preparation to teach some other subject in another field may take the following courses:

- 3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
- 103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units
- 104a, 104b, 104c. Anatomy and Physiology, 12 units
- 209a, 209b, 209c. Sports and Their Coaching, 12 units
- 212a, 212b, 212c. Examination, Diagnosis and Treatment of Athletic Injuries and Physical Defects, 12 units

In the case of both men and women it is possible to take a shorter sequence of courses and include preparation to teach one or two other subjects. A 36-unit sequence for both men and women includes the following:

- 3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
- 103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units
- 104a, 104b, 104c. Anatomy and Physiology, 12 units

The 24-unit sequence for men includes the fundamental courses in the freshman and sophomore years. The 24-unit sequence for women includes the same courses. The sequence is as follows:

- 3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
- 103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

Both men and women who take the short sequences are qualified to assist with sports work, in the elementary and secondary schools.

HOME ECONOMICS

The courses in home economics are designed to prepare teachers of that subject for work in elementary and secondary schools including supervisors of home economics. Special preparation is offered for teaching home economics in high schools organized under the Smith Hughes Act and the four-year curriculum for teachers and supervisors of home economics is approved for that purpose. The courses in home economics are organized under a principle similar to that under which courses in other curricula are described.

The complete sequence of courses in home economics includes the related sciences. The entire sequence is necessary for the preparation of a teacher qualified under the Smith-Hughes Act or for a supervisor of home economics in elementary and secondary schools. The list of courses follows:

- 1A, 1B, 1C. General Home Economics, 12 units
- 101. Costume Design and Construction, 4 units
- 102. Clothing Selection and Construction, 4 units
- 103. Clothing Construction and Appreciation, 4 units
- 104. Household Biology, 4 units
- 105. Household Bacteriology, 4 units
- 106. Physiology, Hygiene and the Principles of Health and Sanitation, 4 units
- 201A, 201B. Household Chemistry, 8 units
- 202. Household Physics, 4 units
- 203. Food Selection, Preparation and Serving, 4 units
- 204. Marketing, Meal Planning and Serving, 4 units
- 205. Food Investigations and Experimental Cooking, 4 units
- 206. Family Relationships and Child Development, 4 units
- 207. Home Management, 4 units
- 208. Home Planning and Furnishing, 4 units
- 209. Dietetics and Nutrition, 4 units
- 210. Preventive Medicine and Home Nursing, 4 units
- 211. Home Administration, 4 units
- 212. Art Applied to Clothing and the Home, 4 units
- 213A, 213B. Textiles and Advanced Clothing, 8 units

SPECIAL PROGRAMS IN HOME ECONOMICS

For those students who desire to take a less extensive preparation in home economics than is contemplated by the complete sequence of courses, a 60-unit and a 48-unit sequence have been arranged. The courses in the 60-unit sequence are as follows:

- 1a, 1b, 1c. General Home Economics, 12 units
- 101. Costume Design and Construction, 4 units
- 102. Clothing Selection and Construction, 4 units

- 103. Clothing Construction and Appreciation, 4 units
- 203. Food Selection, Preparation and Serving, 4 units
- 204. Marketing, Meal Planning and Serving, 4 units
- 205. Food Investigations and Experimental Cooking, 4 units
- 206. Home Planning and Furnishing, 4 units
- 207. Home Management, 4 units
- 208. Child Welfare and Health, 4 units
- 209. Dietetics and Nutrition, 4 units
- 210. Preventive Medicine and Home Nursing, 4 units
- 211. Home Administration, 4 units

The 48 unit sequence includes work in general home economics and year sequences in clothing, foods and the home. The courses included in this sequence are as follows:

- 1a, 1b, 1c. General Home Economics, 12 units
- 101. Costume Design and Construction, 4 units
- 102. Clothing Selection and Construction, 4 units
- 103. Clothing Construction and Appreciation, 4 units
- 203. Food Selection, Preparation and Serving, 4 units
- 204. Marketing, Meal Planning and Serving, 4 units
- 205. Food Investigation and Experimental Cooking, 4 units
- 206. Home Planning and Furnishing, 4 units
- 207. Home Management, 4 units
- 208. Child Welfare and Health, 4 units

It is possible for students who are placing the major emphasis of their preparation on some other subject as their first teaching field to choose home economics as a second teaching field taking a limited number of courses in preparation for this work. The courses included in this sequence are as follows:

- 1a, 1b, 1c. General Home Economics, 12 units
- 101. Costume Design and Construction, 4 units
- 102. Clothing Selection and Construction, 4 units
- 103. Clothing Construction and Appreciation, 4 units
- 203. Food Selection, Preparation and Serving, 4 units
- 204. Marketing, Meal Planning and Serving, 4 units
- 205. Food Investigations and Experimental Cooking, 4 units

INDUSTRIAL ARTS

The term industrial arts is used to designate the subject matter courses offered in the division of industrial education. There is a wide range of courses in drawing, woodwork, metalwork, and various other aspects of shopwork and drawing. The purpose of these courses is to develop the understanding and the technical ability needed by teachers of shopwork and drawing in the fifth and sixth grades of elementary

schools, junior high schools, senior high schools and vocational schools. These courses constitute the subject matter of trade and industrial education.

The complete sequence of courses in shopwork and drawing follows:

- 1A, 1B, 1C. General Shop Work, 12 units
- 101A, 101B, 101C. Elementary Woodworking, 12 units
- 102A, 102B, 102C. Drawing, Design and Drafting, 12 units
- 201. Elementary Electrical Theory and Practice, 4 units
- 202. Electrical Wiring, Appliances and Construction, 4 units
- 203. Electrical Motor Winding and Installation, 4 units
- 204. Advanced Metal Work, 4 units
- 205. Automobile Mechanics, 4 units
- 206. Automobile Electricity, 4 units
- 207. Machine Drawing, 4 units
- 208. Machine Design, 4 units
- 209. Pattern Making and Foundry Work, 4 units
- 210. Farm Carpentry and Building Construction, 4 units
- 211. Advanced Cabinet and Furniture Design and Construction, 4 units
- 212. Architectural Drawing, 4 units
- 216A, 216B, 216C. Elementary Printing, 12 units
- 217A, 217B, 217C. Advanced Printing, 12 units
- 218. Maintenance of Shop Machinery and Equipment, 4 units
- 219. Advanced Architectural Drawing, 4 units
- 220. General Machine Shop Work

SPECIAL PROGRAMS IN SHOPWORK AND DRAWING

Several different sequences with slightly different objectives are possible in courses in shopwork and drawing. Certain fundamental courses are required of all students but after completing these requirements students may emphasize, a) drawing and design or b) metal work or c) woodwork or d) printing. A student who takes any one of these sequences is well prepared to teach the general phases of industrial arts and especially well prepared in the particular field which he emphasizes. This flexibility makes it possible for students with first teaching fields in other curricula to choose their second teaching field in industrial arts.

A sequence of 84 units emphasizing woodwork and drawing, but including some metalwork, consists of the following courses:

- 1a, 1b, 1c. General Shop Work, 12 units
- 101a, 101b, 101c. Elementary Woodworking, 12 units
- 102a, 102b, 102c. Drawing, Design and Drafting, 12 units
- 201. Elementary Electrical Theory, 4 units
- 202. Electrical Wiring, Winding and Installation, 4 units
- 203. Electrical Motor Winding and Installation, 4 units
- 205. Automobile Mechanics, 4 units
- 207. Machine Drawing, 4 units
- 208. Machine Design, 4 units

- 209. Pattern Making and Foundry Work, 4 units
- 210. Carpentry and Building Construction, 4 units
- 211. Advanced Cabinet and Furniture Design and Construction,
4 units
- 212. Architectural Drawing, 4 units
- 218. Maintenance of Shop Machinery and Equipment, 4 units

Another sequence of courses which emphasizes woodwork, drawing and printing, with a limited amount of metalwork consists of the following courses:

- 1a, 1b, 1c. General Shop Work, 12 units
- 101a, 101b, 101c. Elementary Woodworking, 12 units
- 102a, 102b, 102c. Drawing, Design and Drafting, 12 units
- 204. Advanced Metal Work, 4 units
- 205. Automobile Mechanics, 4 units
- 206. Automobile Electricity, 4 units
- 210. Farm Carpentry and Building Construction, 4 units
- 211. Advanced Cabinet and Furniture Design and Construction,
4 units
- 212. Architectural Drawing, 4 units
- 216a, 216b, 216c. Elementary Printing, 12 units
- 217a, 217b, 217c. Advanced Printing, 12 units

The sequence of 60 units emphasizing woodwork follows and gives rather complete preparation for this kind of work in the lower grades, and the junior and senior high school:

- 1a, 1b, 1c. General Shop Work, 12 units
- 101a, 101b, 101c. Elementary Woodworking, 12 units
- 102a, 102b, 102c. Drawing, Design and Drafting, 12 units
- 210. Farm Carpentry and Building Construction, 4 units
- 211. Advanced Cabinet and Furniture Design and Construction,
4 units
- 212. Architectural Drawing, 4 units
- 218. Maintenance of Shop Machinery and Equipment, 4 units
- 219. Advanced Architectural Drawing, 4 units

Elementary Printing 216A, 216B, 216C, 12 units, may be substituted for the three courses in electricity 201, 202 and 203.

A 48-unit sequence may consist of the following courses and one additional 12-unit sequence chosen from the field of woodwork, drawing, or metal work:

- 1a, 1b, 1c. General Shop Work, 12 units
- 101a, 101b, 101c. Elementary Woodworking, 12 units
- 102a, 102b, 102c. Drawing, Design and Drafting, 12 units

MATHEMATICS

The courses in mathematics are organized primarily to meet the needs of four classes of students and consist of several different kinds of subject matter: a) mathematics appropriate to an integrated program in the elementary school; b) mathematics as a general cultural subject;

c) mathematics for departmental teachers of that subject in junior and senior high schools; d) mathematics for students studying other subjects which require some understanding of mathematics as a basic prerequisite.

1 and 102. Elementary School Mathematics, 4 units (Primarily for elementary school teachers)

2A, 2B, 2C. General Mathematics, 12 units (Primarily for upper grade and junior high school teachers)

3A, 3B, 3C. General Mathematics, 12 units (An introductory comprehensive course prerequisite to advanced courses in mathematics for students who plan to specialize in mathematics)

101A, 101B, 101C. Mathematical Analysis, 12 units

201. College Geometry, 4 units

202. Descriptive Geometry, 4 units

203. Projective Geometry, 4 units

204. Advanced Calculus, 4 units

205. Differential Equations, 4 units

206. Theory of Equations, 4 units

207. Mathematics of Finance and Insurance, 4 units

208. Mathematics of Statistics, 4 units

209. Mathematical Theory of Statistics, 4 units

210. History of Mathematics, 4 units

SPECIAL PROGRAMS IN MATHEMATICS

Students who plan to take mathematics as a first teaching subject are required to take 48 or 60 units in mathematics. This enables them to choose a second teaching subject and to take 48 or 36 units in that subject, or possibly 24 units in each of two other subjects.

The 60-unit sequence includes all of the courses in the 48-unit sequence and one additional year of work, including the following courses:

4a, 4b, 4c. General Mathematics, 12 units

101a, 101b, 101c. Mathematical Analysis, 12 units

201. College Geometry, 4 units

202. Descriptive Geometry, 4 units

203. Projective Geometry, 4 units

204. Advanced Calculus, 4 units

205. Differential Equations, 4 units

207. Mathematics of Finance and Insurance, 4 units

208. Mathematics of Statistics, 4 units

209. Mathematical Theory of Statistics, 4 units

210. History of Mathematics, 4 units

The 48-unit sequence includes the following courses and one additional year chosen from the remaining courses in which History of Mathematics must be included:

4a, 4b, 4c. General Mathematics, 12 units

- 101a, 101b, 101c. Mathematical Analysis, 12 units
- 201. College Geometry, 4 units
- 202. Descriptive Geometry, 4 units
- 203. Projective Geometry, 4 units

Students who choose mathematics as a second teaching subject will take 36 or 24 units in mathematics which must include either three or two of the following courses:

- 4a, 4b, 4c. General Mathematics, 12 units
- 101a, 101b, 101c. Mathematical Analysis, 12 units
- 201. College Geometry, 4 units
- 202. Descriptive Geometry, 4 units
- 203. Projective Geometry, 4 units

MUSIC

The courses in music are designed for four purposes: a) to provide the necessary understandings and abilities and skill in music needed by elementary school and upper grade teachers; b) to prepare supervisors of music in elementary and secondary schools; c) to provide preparation for special high school teachers of music; d) to offer courses which may be taken as free electives by students who have an interest in music.

The following list of courses includes those which occur in the two-year and the four-year curricula for elementary and upper grade teachers, and those required in the four-year curriculum for teachers and supervisors of music in elementary and secondary schools. Students preparing to be special teachers and supervisors of music may take a program consisting of 96 units in music, although it is desirable in many cases for students to take a smaller amount of music and prepare to teach one or more other subjects, for the teaching field often requires the combination of music with some other subject. The complete list of courses follows:

- 1. Music Appreciation Through Song, 4 units
- 2. Music Appreciation and Interpretation Through Song, 4 units
- 3. Song Singing and Music Interpretation, 4 units
- 4 and 101. Song Singing, Creative Music and Theory of Composition, 4 units
- 5A, 5B, 5C. Introduction to Music, 12 units
- 102A, 102B, 102C. Band and Orchestral Instruments, 12 units
- 103. Tonal and Rhythmic Elements in Song, 4 units
- 104. Creative Music in the Field of Song, 4 units
- 105. Creative Music in the Instrumental Field, 4 units
- 201A, 201B, 201C. Harmony, 12 units
- 202A, 202B, 202C. Applied Music, 12 units
- 203A, 203B. History of Music, 8 units
- 204. Advanced Creative Music, 4 units
- 205. Ear Training and Dictation, 4 units

- 206. Advanced Conducting, 4 units
- 207. Orchestration and Orchestral Conducting, 4 units
- 208A, 208B, 208C. Musical Production, 12 units

For students who wish to devote some time to a second subject a sequence in music is arranged which consists of 60 units. The courses are as follows:

- 5a, 5b, 5c. Introduction to Music, 12 units
- 102a, 102b, 102c. Band and Orchestral Instruments, 12 units
- 103. Tonal and Rhythmic Elements in Song, 4 units
- 104. Creative Music in the Field of Song, 4 units
- 105. Creative Music in the Instrumental Field, 4 units
- 202a, 202b, 202c. Applied Music, 12 units
- 201a, 201b. Harmony.
- 206. Advanced Conducting, 4 units

A sequence in music which includes 48 units consists of the following courses and two additional years chosen with the approval of the director of the division:

- 5a, 5b, 5c. Introduction to Music, 12 units
- 103. Tonal and Rhythmic Elements in Song, 4 units
- 104. Creative Music in the Field of Song, 4 units
- 105. Creative Music in the Instrumental Field, 4 units

The 36 unit sequence in music includes the following courses and one additional year's work:

- 5a, 5b, 5c. Introduction to Music, 12 units
- 102a, 102b, 102c. Band and Orchestral Instruments, 12 units

NATURAL SCIENCE

The courses in natural science fall into several groups, which are: a) courses in general biological and physical science for elementary school teachers; b) science sequences as a first or second teaching field for junior high and senior high school teachers; c) a cultural course in science designed to interpret certain aspects of contemporary civilization, required of all students who do not take a liberal amount of science as a part of their preparation for teaching.

COURSES FOR SPECIAL PURPOSES

The course entitled Natural Science in Modern Life is the cultural course and is required of all students in four-year curricula except those specializing to a considerable degree in science.

Elementary school teachers, registered in a two-year curriculum, take two quarters of work in General Biological and Physical Science with no other science preceding it. In the four-year curriculum for elementary school teachers the course in Natural Science in Modern Life is first taken by all students and it is followed by a three-quarter sequence in

Studies in Biological and Physical Science. In both the two-quarter and the three-quarter sequence in science for elementary school teachers the background for work in science in the elementary school receives the main emphasis. Physical science receives its due proportion of emphasis. In the four-year curriculum the three-quarter sequence, preceded by the year's work in science of the cultural foundation type, provides an especially rich background in science for elementary school teachers. In courses which do not have the cultural background course as a prerequisite, some topics from that course receive attention.

Students preparing to do departmental teaching in the upper grades and junior high school should take General Biological Science and General Physical Science in the freshman and sophomore years.

The complete list of courses in natural science include more than any one student will ever take, for the reason that it includes not only the cultural background course in science but also the courses for elementary school teachers, as well as those for students who plan to make science their first or second teaching field in preparation to become secondary school teachers of science. Students who choose science as a first or second teaching field omit the cultural background course entitled Natural Science in Modern Life. The complete list of courses follows:

- 1A, 1B, 1C. Natural Science in Modern Life, 12 units
- 2, 101. General Biological and Physical Science, 8 units (An integrated course in science for elementary school teachers in two year curricula)
- 3A, 3B, 3C. General Biological Science, 12 units
- 4A, 4B, 4C or 103A, 103B, 103C. General Earth Science, 12 units
- 102A, 102B, 102C. General Physical Science, 12 units
- 201A, 201B, 201C. Studies in Biological and Physical Science, 12 units (An integrated course in natural science for elementary school teachers in the four-year curriculum)
- 104A, 104B, 104C. Plants and Their Evolution and Development, 12 units
- 105A, 105B, 105C. Animals and Their Evolution and Development, 12 units
- 202A, 202B, 202C. Economic Botany, 12 units
- 203A, 203B, 203C. Economic Zoology, 12 units
- 204A, 204B, 204C. General and Analytical Chemistry, 12 units
- 205A, 205B. Organic Chemistry, 8 units
- 206. Physiological Chemistry, 4 units
- 207A, 207B, 207C. Physical Chemistry, 12 units
- 208. General Bacteriology, 4 units
- 209A, 209B, 209C. Advanced Physics, 12 units
- 210A, 210B. Advanced Electricity, 8 units
- 211. Modern Physics, 4 units

- 212. Advanced Mechanics, 4 units
- 213. Thermodynamics and Refrigeration, 4 units
- 214. Physical Optics, 4 units

SPECIAL PROGRAMS IN SCIENCE

Several sequences of courses in natural science are open to students desiring to take this subject as a first or second teaching subject. The fundamental courses are the same for all students. In the junior and senior years a little specialization is possible.

A sequence of courses is arranged for students who desire to emphasize both physical and biological science to nearly an equal degree and to include two years of mathematics. This sequence includes 84 units in science and leaves one year's work in the senior year to the option of the student. The course chosen may be one of the advanced courses in physics or chemistry or plant biology or animal biology. General Mathematics must be taken in the freshman year and Mathematical Analysis in the sophomore year. The courses in this sequence are as follows:

- 3a, 3b, 3c. General Biological Science, 12 units
- 102a, 102b, 102c. General Physical Science, 12 units
- 104a, 104b, 104c. Plants and Their Evolution and Development,
12 units
- 105a, 105b, 105c. Animals and Their Evolution and Development.
12 units
- 204a, 204b, 204c. General and Analytical Chemistry, 12 units
- 209a, 209b, 209c. Advanced Physics, 12 units

A sequence of courses is offered for students who wish to study physical science somewhat thoroughly and to specialize to some extent in physics. This sequence requires General Mathematics in the freshman year and Mathematical Analysis in the sophomore year. In the junior year Plants and Their Evolution and Development or Animals and Their Evolution and Development is omitted. The science courses in this sequence are as follows:

- 3a, 3b, 3c. General Biological Science, 12 units
- 102a, 102b, 102c. General Physical Science, 12 units
- 204a, 204b, 204c. General and Analytical Chemistry, 12 units
- 209a, 209b, 209c. Advanced Physics, 12 units
- 104a, 104b, 104c. Plants and Their Evolution and Development
12 units, or
- 105a, 105b, 105c. Animals and Their Evolution and Development,
12 units
- 210a, 210b. Advanced Electricity, 8 units
- 211. Modern Physics, 4 units
- 212. Advanced Mechanics, 4 units
- 213. Physical Optics, 4 units
- 214. Thermodynamics and Refrigeration, 4 units

Another sequence of courses also permits students to study physical science somewhat thoroughly and to emphasize chemistry to some degree. This sequence requires General Mathematics in the freshman year and Mathematical Analysis in the sophomore year. Either the course in Plants and Their Evolution and Development or that in Animals and Their Evolution and Development is omitted. The science courses in this sequence are as follows:

- 3a, 3b, 3c. General Biological Science, 12 units
- 102a, 102b, 102c. General Physical Science, 12 units
- 204a, 204b, 204c. General and Analytical Chemistry, 12 units
- 209a, 209b, 209c. Advanced Physics, 12 units
- 104a, 104b, 104c. Plants and Their Evolution and Development,
12 units, or
- 105a, 105b, 105c. Animals and Their Evolution and Development,
12 units
- 205a, 205b. Organic Chemistry, 8 units
- 206. Physiological Chemistry, 4 units
- 207a, 207b, 207c. Physical Chemistry, 12 units

A sequence of courses is arranged for students who wish to extend their science studies to include the physical phases of geography and who also wish to take more biology than is offered in the preceding sequences. These additional courses are substituted in place of mathematics. The courses are as follows:

- 3a, 3b, 3c. General Biological Science, 12 units
- 4a, 4b, 4c. General Earth Science, 12 units
- 102a, 102b, 102c. General Physical Science, 12 units
- 104a, 104b, 104c. Plants and Their Evolution and Development,
12 units
- 105a, 105b, 105c. Animals and Their Evolution and Development,
12 units
- 204a, 204b, 204c. General and Analytical Chemistry, 12 units
- 209a, 209b, 209c. Advanced Physics, 12 units
- 202a, 202b, 202c. Economic Botany, 12 units
- 203a, 203b, 203c. Economic Zoology, 12 units

Students who take natural science as a second teaching subject take the course in General Biological Science and the course in General Physical Science in the freshman and sophomore years, respectively. They may then take one more year of science, which may be either biological science or physical science. In the former they may choose either plants or animals and in the latter either chemistry or physics.

SOCIAL SCIENCE

The work in social science deals with economics, geography, government, history, and sociology. In the earlier courses in the subject sharp lines are not drawn between these different phases of the subject but the courses deal with comprehensive fields in social science without strict

regard to compartmental lines in subject matter and introduce material from all of the different subjects into which social science may be divided. International as well as national aspects are emphasized. Perspective in the whole field of social science needs to be attained at the beginning. Many problems and institutions of modern society need to be seen in their world settings in order to be understood. The current social order and its development needs to be comprehended in its main aspects before study of particular phases of it are given intensive treatment.

The courses in social science fall in four divisions: a) courses in the two-year and four-year curricula for elementary school teachers; b) specialized courses in certain of the curricula in the special subjects; c) courses which constitute the fields of study for high school teachers who select social science as their first or second teaching subject; d) general cultural courses required of all students.

The complete list of courses in social science is given but no student ever takes all of these courses, for they include the special courses in social science in various curricula as well as the sequences taken by students who make social science their first or second teaching subject. The courses are as follows:

1. **Social and Industrial Processes and Activities**, 4 units (A one-quarter course in the two-year curricula for elementary school and upper grade teachers)
2. **American History and European Backgrounds**, 4 units (A one-quarter course in the two year curriculum for rural school teachers)
- 3A, 3B. **American Life and Institutions**, 8 units (A two-quarter course in the two year curricula for elementary school teachers)
- 4, 102. **American History and World Backgrounds**, 8 units (A two-quarter course in the two year curriculum for upper grade teachers)
- 5A, 5B, 5C. **Contemporary Civilization**, 12 units
- 6 or 103. **General Regional Geography**, 4 units
- 7 or 104. **Principles of Human Geography**, 4 units
- 8 or 105. **Geography of Industry and Commerce**, 4 units
101. **Social and Economic Organization and Problems** (Rural Viewpoint), 4 units (A one-quarter course in the two curricula for rural school teachers)
- 106A, 106B. **Social and Industrial Processes and Activities**, 8 units (A two-quarter course in the four-year curricula for elementary school teachers)
- 107A, 107B, 107C. **History of Civilization and Culture**, 12 units
108. **Public Finance and Taxation**, 4 units
109. **Municipal Organization and Problems**, 4 units
110. **American and Foreign Government and Politics and Principles of Government**, 4 units
111. **Modern Economic Society**, 4 units

- 112. Economic Institutions and Organization, 4 units
- 113. Advanced Theory and Principles of Economics, 4 units
- 201A, 201B, 201C. American Life and Institutions, 12 units (A three-quarter course in the four-year curriculum for elementary school teachers)
- 202A, 202B, 202C. American History, 12 units
- 203. Modern Social Organization and Problems, 4 units
- 204. Social Pathology, 4 units
- 205. Advanced Social Theory and Principles, 4 units
- 206. Primitive and Mediterranean Cultures, 4 units
- 207. Medieval Life and Civilization, 4 units
- 208. Social and Political History of England, 4 units
- 209A, 209B, 209C. Modern European History and Government, 12 units
- 210. History of the East, 4 units
- 211. Economic History of the United States, 4 units
- 212. America as a World Power, 4 units
- 213. International Relations, 4 units
- 214. Historical Geography of the United States, 4 units
- 215. Geography of Latin America, 4 units
- 216. Political Geography of the World, 4 units
- 217. Geography of North America, 4 units
- 218. Geography of Europe, 4 units
- 219. Conservation of Natural Resources, 4 units
- 220A, 220B. Field Studies in Geography, 8 units

SPECIAL PROGRAMS IN SOCIAL SCIENCE

Students who choose social science as their first teaching subject may take one of the prescribed sequences of work: a) a sequence which puts the main emphasis upon history with some study in other fields of social science; or b) a sequence in which history receives minor emphasis and other social science work predominates: c) a sequence which emphasizes geography.

For students who will make complete preparation in the various fields of social science with a view to teaching in that field only, the following sequence of courses is prescribed:

- 5a, 5b, 5c. Contemporary Civilization, 12 units
- 6. General Regional Geography, 4 units
- 7. Principles of Human Geography, 4 units
- 8. Geography of Industry and Commerce, 4 units
- 107a, 107b, 107c. History of Civilization and Culture, 12 units
- 108. Public Finance and Taxation, 4 units
- 109. Municipal Organization and Problems, 4 units

110. American and Foreign Government and Politics and Principles of Government, 4 units
111. Modern Economic Society, 4 units
112. Economic Institutions and Organizations, 4 units
113. Advanced Theory and Principles of Economics, 4 units
- 202a, 202b, 202c. American History, 12 units
203. Modern Social Organization and Problems, 4 units
204. Social Pathology, 4 units
205. Advanced Social Theory and Principles, 4 units
206. Primitive and Mediterranean Cultures, 4 units
207. Medieval Life and Civilization, 4 units
208. Social and Political History of England, 4 units
- 209a, 209b, 209c. Modern European History and Government, 12 units
210. History of the East, 4 units
211. Economic History of the United States, 4 units
212. America as a World Power, 4 units

Students who desire to emphasize history with less attention to the other social sciences may take the following sequence:

- 5a, 5b, 5c. Contemporary Civilization, 12 units
- 107a, 107b, 107c. History of Civilization and Culture, 12 units
111. Modern Economic Society, 4 units
112. Economic Institutions and Organization, 4 units
113. Advanced Theory and Principles of Economics, 4 units
- 202a, 202b, 202c. American History, 12 units
206. Primitive and Mediterranean Cultures, 4 units
207. Medieval Life and Civilization, 4 units
208. Social and Political History of England, 4 units
- 209a, 209b, 209c. Modern European History and Government, 12 units
210. History of the East, 4 units
211. Economic History of the United States, 4 units
212. America as a World Power, 4 units

For students who wish to emphasize social science other than history, a sequence has been arranged which provides a minimum of history and devotes the rest of the time to other phases of social science. This sequence follows:

- 5a, 5b, 5c. Contemporary Civilization, 12 units
- 107a, 107b, 107c. History of Civilization and Culture, 12 units
108. Public Finance and Taxation, 4 units
109. Municipal Organization and Problems, 4 units
110. American and Foreign Government and Politics, and Principles of Government, 4 units

- 111. Modern Economic Society, 4 units
- 112. Economic Institutions and Organization, 4 units
- 113. Advanced Theory and Principles of Economics, 4 units
- 202a, 202b, 202c. American History, 12 units
- 203. Modern Social Organization and Problems, 4 units
- 204. Social Pathology, 4 units
- 205. Advanced Social Theory and Principles, 4 units
- 209a, 209b, 209c. Modern European History and Government,
12 units

Another sequence which provides for using social science as a second teaching subject emphasizes political science, sociology and economics, and includes the following courses:

- 5a, 5b, 5c. Contemporary Civilization, 12 units
- 107a, 107b, 107c. History of Civilization and Culture, 12 units
- 108. Public Finance and Taxation, 4 units
- 109. Municipal Organization and Problems, 4 units
- 110. American and Foreign Government and Politics, and Principles
of Government, 4 units
- 111. Modern Economic Society, 4 units
- 112. Economic Institutions and Organization, 4 units
- 113. Advanced Theory and Principles of Economics, 4 units
- 203. Modern Social Organization and Problems, 4 units
- 204. Social Pathology, 4 units
- 205. Advanced Social Theory and Principles, 4 units

A second sequence providing for social science as a second teaching subject emphasizes geography, economics and sociology. It consists of the following courses:

- 5a, 5b, 5c. Contemporary Civilization, 12 units
- 6. General Regional Geography, 4 units
- 7. Principles of Human Geography, 4 units
- 8. Geography of Industry and Commerce, 4 units
- 107a, 107b, 107c. History of Civilization and Culture, 12 units
- 111. Modern Economic Society, 4 units
- 112. Economic Institutions and Organization, 4 units
- 113. Advanced Theory and Principles of Economics, 4 units
- 203. Modern Social Organization and Problems, 4 units
- 204. Social Pathology, 4 units
- 205. Advanced Social Theory and Principles, 4 units

For students who desire to make social science a second teaching subject, several sequences are possible which emphasizes different phases of the subject. A typical sequence outlined below emphasizes history and is as follows:

- 5a, 5b, 5c. Contemporary Civilization, 12 units
- 107a, 107b, 107c. History of Civilization and Culture, 12 units
- 202a, 202b, 202c. American History, 12 units
- 209a, 209b, 209c. Modern European History and Government, 12 units
- 210. History of the East, 4 units
- 211. Economic History of the United States, 4 units
- 212. America as a World Power, 4 units

As a part of a program of study in the field of social science, some students will wish to emphasize geography and courses have been arranged for that purpose. The course in General Earth Science is included in the courses in natural science but it is listed here also for convenience. Students are advised in their choice in terms of the needs of the state for teachers of geography. The complete sequence of courses in geography is as follows:

- 6. General Regional Geography, 4 units
- 7. Principles of Human Geography, 4 units
- 8. Geography of Industry and Commerce, 4 units
- 103a, 103b, 103c. General Earth Science, 12 units
- 214. Historical Geography of the United States, 4 units
- 215. Geography of Latin America, 4 units
- 216. Political Geography of the World, 4 units
- 217. Geography of North America, 4 units
- 218. Geography of Europe, 4 units
- 219. Conservation of Natural Resources, 4 units
- 220a, 220b. Field Studies in Geography, 8 units

SPEECH

The division of speech education includes a sequence of courses to prepare teachers and supervisors for this type of work in elementary and secondary schools. The various courses are offered both for this purpose and also to enable students whose main field is in some other subject to take one or more courses in speech to supplement the work of their other field or to prepare themselves to direct the various speech activities of elementary and secondary schools, including speech correction in the lower grades.

Students who are making English their first teaching subject should take at least one year in speech. They may well make speech their second teaching subject in some cases. Some of the courses in speech may be substituted for courses in the required sequences in English.

The entire list of courses in speech provides complete training in the field of speech. Few students, however, take the complete program. The demands for teachers make it desirable that most students should combine preparation in speech with English or some other subject. The complete list of courses follows:

- 1A, 1B, 1C. Introduction to Speech, 12 units
- 101A, 101B, 101C. Public and Informal Speech, 12 units
- 102A, 102B, 102C. Dramatic Production, 12 units
- 201. Advanced Public Speaking, 4 units
- 202. Advanced Argumentation, 4 units
- 203. Psychology of Speech, 4 units
- 204. Color and Design on the Stage, 4 units
- 205. Play Writing and Acting, 4 units
- 206. Advanced Acting and Directing, 4 units
- 207A, 207B, 207C. Origin and Development of the Drama, 12 units
- 208. Anatomy and Physiology of the Vocal Apparatus, 4 units
- 209. English Phonetics, 4 units
- 210. Speech Disorders, Their Prevention and Correction, 4 units
- 211. Forms of Public Address, 4 units
- 212A, 212B. Great Speeches of Ancient and Modern Times, 8 units
- 213. Oral Interpretation of Literature, 4 units
- 214. Children's Drama, 4 units
- 215. Shakespearean Drama, 4 units

SPECIAL PROGRAMS IN SPEECH

The courses in speech permit organization into several distinct groups, each with a definite objective. One group emphasizes public speaking and debating, another dramatics and the third includes some work in speech correction.

A general list of courses designed to prepare a teacher of speech who will devote himself exclusively to that subject is offered. The general list of courses follows:

- 1a, 1b, 1c. Introduction to Speech, 12 units
- 101a, 101b, 101c. Public and Informal Speech, 12 units
- 102a, 102b, 102c. Dramatic Production, 12 units
- 201. Advanced Public Speaking, 4 units
- 202. Advanced Argumentation, 4 units
- 203. Psychology of Speech, 4 units
- 204. Color and Design on the Stage, 4 units
- 205. Play Writing and Acting, 4 units
- 206. Advanced Acting and Directing, 4 units
- 207a, 207b, 207c. Origin and Development of the Drama, 12 units
- 211. Forms of Public Address, 4 units
- 212a, 212b. Great Speeches of Ancient and Modern Times, 8 units
- 213. Oral Interpretation of Literature, 4 units
- 214. Children's Drama, 4 units
- 215. Shakespearean Drama, 4 units

Some students desire to specialize in dramatics and to omit work in other aspects of public speaking. The sequence for them includes the following courses:

- 1a, 1b, 1c. Introduction to Speech, 12 units
- 102a, 102b, 102c. Dramatic Production, 12 units
- 204. Color and Design on the Stage, 4 units
- 205. Play Writing and Acting, 4 units
- 206. Advanced Acting and Directing, 4 units
- 207a, 207b, 207c. Origin and Development of the Drama, 12 units
- 213. Oral Interpretation of Literature, 4 units
- 214. Children's Drama, 4 units
- 215. Shakespearean Drama, 4 units

Some students desire to specialize in public speaking and to exclude preparation in dramatics. The following sequence is provided for them:

- 1a, 1b, 1c. Introduction to Speech, 12 units
- 101a, 101b, 101c. Public and Informal Speech, 12 units
- 201. Advanced Public Speaking, 4 units
- 202. Advanced Argumentation, 4 units
- 203. Psychology of Speech, 4 units
- 211. Forms of Public Address, 4 units
- 212a, 212b. Great Speeches of Ancient and Modern Times, 8 units

A shorter sequence of courses emphasizing the field of dramatics for students who desire to secure some training in that field and to study one or two other subjects in addition is as follows:

- 1a, 1b, 1c. Introduction to Speech, 12 units
- 102a, 102b, 102c. Dramatic Production, 12 units
- 207a, 207b, 207c. Origin and Development of the Drama, 12 units
- 213. Oral Interpretation of Literature, 4 units
- 214. Children's Drama, 4 units
- 215. Shakespearean Drama, 4 units

A sequence of courses including 48 units which covers the general field somewhat thoroughly but omits some of the work in the longer sequences includes the following courses and one additional year's work:

- 1a, 1b, 1c. Introduction to Speech, 12 units
- 101a, 101b, 101c. Public and Informal Speech, 12 units
- 102a, 102b, 102c. Dramatic Production, 12 units

The following sequence has been arranged for students interested primarily in speech correction:

- 1a, 1b, 1c. Introduction to Speech, 12 units
- 208. Anatomy and Physiology of the Vocal Apparatus, 4 units
- 209. English Phonetics, 4 units
- 210. Speech Disorders, Their Prevention and Correction, 4 units

STUDENT LIFE AND ORIENTATION

This section includes the work in student life and in orientation in education and in teaching. Work in this field includes recreational activities, games and sports for recreational purposes and social and personal hygiene and health. They constitute a part of the student life core in the curriculum, even though they fall in the field of health and sports. They constitute the portion of Group VIII included under Recreation and Health.

The following are the titles which include the work and activities included in student life and orientation:

- 1A, 1B, 1C. Recreational Activities**, 2 hours a week (Required of all freshmen except those in the division of health and physical education)
- 2A, 2B, 2C. Social and Personal Hygiene**, 1 hour a week (Required of all freshmen except those in the division of health and physical education)
- 3A. College Life and Its Opportunities, Customs, and Requirements**, 1 hour a week (Required of students in the first quarter of the freshman year and accomplished in part during Freshman Days)
- 3B. The School System and Its Organization and Opportunities**, 1 hour a week (Required of all students in the second quarter of the freshman year)
- 3C. Survey of Teaching and Final Selection of Teaching Field**, 1 hour a week (Required of all students in the third quarter of the freshman year)
- 4, 101, 201, 202. Allied Activities**, 1 hour a week (Recommended to all students throughout their college life in the institution)
- 101A, 101B, 101C. Recreation and Health**, 2 hours a week (Required of all sophomores except those in the division of health and physical education)
- 102A, 102B, 102C. Social and Personal Hygiene**, one hour a week (Required of all sophomores except those in the division of health and physical education)

SUMMARY OF ATTENDANCE

TWELVE MONTHS ENDING JUNE 8, 1933

I. Enrollment for fall, winter and spring quarters

Freshmen	707
Sophomores	612
Juniors	247
Seniors	155
Unclassified	8
Graduates	54
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Total	1783

II. Summer quarter, 1932

First summer term, 1932	1844
Second summer term, 1932	841
Different students in summer quarter, 1932	2106
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Different resident college students for year	3450

III. The training schools

University High School	246
University Elementary School	318
Cooperating Elementary School (Illinois Soldiers and Sailors Childrens School)	633
Cooperating Rural Schools	272
Total pupils in the training schools	1469
Total resident students and pupils	4919

IV. Graduates

Degree of bachelor of education	155
Sophomore diploma	342
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Total	497

UNIVERSITY CALENDAR

1933-1934

The college year of forty-two weeks is divided into three quarters of twelve weeks each and a summer term of six weeks.

SUMMER TERM, 1933

Saturday, June 10—Registration.
Monday, June 12—Summer Term begins.
Friday, July 21—Summer Term ends.

AUTUMN QUARTER, 1933

Monday, September 11—Registration for Autumn Quarter begins.
(Monday, Tuesday and Wednesday, September 11, 12 and 13 are Freshman Days and every entering Freshman must be present during that period.)
Monday, September 11—Opening of University Elementary School.
Monday, September 11—Registration for University High School.
Wednesday, September 13—Registration for Freshmen who have entered previously and for Sophomores, Juniors and Seniors.
Friday, December 1—Autumn Quarter ends.

WINTER QUARTER, 1933-1934

Monday, December 4—Winter Quarter begins.
Wednesday, December 20—Recess of two weeks.
Wednesday, January 3—Winter Quarter resumes.
Saturday, February 17—Founders' Day Celebration.
Saturday, February 24—Annual Contest in Oratory.
Friday, March 9—End of Winter Quarter.

SPRING QUARTER, 1934

Monday, March 19—Spring Quarter begins.
Tuesday, June 5—Sophomore-Senior Class Play.
Wednesday, June 6—Alumni Reunion.
Thursday, June 7—Annual Commencement Exercises.

SUMMER TERM, 1934

Saturday, June 9—Registration for Summer Term begins.
Friday, July 20—Summer Term ends.

AUTUMN QUARTER, 1934

Monday, September 10—Registration for Autumn Quarter begins:
Teachers College and University High School.
Monday, September 10—Opening of the University Elementary School.

ADMISSION BLANK

Applicants for admission to the Illinois State Normal University must file an APPLICATION FOR ADMISSION with the Registrar before they may be admitted. The blank will be sent by the Registrar on request.

The APPLICATION FOR ADMISSION must be filled out by the student himself in his own handwriting, and then delivered to the principal of the high school from which the student graduated. The principal will fill out the remainder of the blank, containing the Certificate of High School Education, and mail it directly to the Registrar of the University.

All letters requesting copies of blanks or catalogs should be directed to the Registrar, Illinois State Normal University, Normal, Illinois.